

VARIATION ACCORDING TO CONTEXT IN A SECOND LANGUAGE: A
STUDY INTO THE EFFECTS OF FORMALITY ON THE ENGLISH USED
BY GHANAIAN UNIVERSITY STUDENTS

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1991



VOLUME 2
(APPENDICES A-D)

CONTENTS

VOLUME 1
Abstract

page

INTRODUCTION

i-vii

PART I: SETTING THE SCENE

CHAPTER 1: LANGUAGE SITUATION IN GHANA

1.0 INTRODUCTION	1
1.1 BEFORE 1957	1
1.1.1 Introduction of European Languages	3
1.1.2 The Study of Indigenous Languages	4
1.1.3 The Learning of English	5
1.1.4 English and the Development of Nationism	7
1.1.5 Summary	8
1.2 THE LANGUAGE SITUATION AFTER INDEPENDENCE	9
1.2.1 The Ghanaian Languages (GL)	9
1.2.1.1 Bilingualism in Ghana	12
1.2.1.2 The National Language Issue	14
1.2.1.3 Ghanaian Languages in Education	17
1.2.1.4 Literacy in the Vernaculars	19
1.2.1.5 Ghanaian Languages in Everyday Life	20
1.2.2 The English Language after Independence	22
1.2.2.1 English in Education	23
1.2.2.2 Literacy in English	26
1.2.2.3 English as Official Language	27
1.2.2.4 English in Everyday Life	28
1.3 CONTACT LANGUAGES	30
1.4 A MODEL OF LANGUAGE CHOICE AND SITUATION	32
1.6 CONCLUSION	34

CHAPTER 2: LITERATURE REVIEW AND FRAMEWORK	36
2.0 INTRODUCTION	36
2.1 TWO APPROACHES TO DESCRIBING NNEs	36
2.1.1 Second Language Acquisition Studies	37
2.1.1.1 <u>Common Errors in English</u> (1949) by	
French	39
2.1.1.2 Review of <u>Sey's Ghanaian English</u> (1973)	42
2.1.1.3 Summary	49
2.1.2 Studies Based on Language Use	50
2.1.2.1 Intelligibility of NNEs	51
2.1.2.2 Models of NNEs	53
2.1.4.3 Styles and Discourse Features of NNEs	57
2.1.4.4 Summary	57

2.2	FRAMEWORK	58
2.2.1	Ethnography of Communication	59
2.2.2	Institutional Linguistics	62
2.2.3	Summary and Conclusion	65
CHAPTER 3: NOTIONS OF FORMALITY		67
3.0	INTRODUCTION	67
3.1	DEFINING FORMALITY	68
3.1.1	Formality in Register Theory	68
3.1.2	Politeness	70
3.1.3	Distance	72
3.1.4	Use of 'Formality' in the Present Study	75
3.2	OTHER APPLICATIONS OF THE TERM 'FORMALITY'	76
3.2.1	Formality and the Wider Social Setting	76
3.2.2	Formality and Code Choice	77
3.2.3	Formality and Attention to Language	79
3.2.4	Formality as a Scale	82
3.2.5	Formality and Linguistic Complexity	84
3.2.6	Formality and Prestige Forms	85
3.3	FRAMEWORK FOR DISCUSSING FORMALITY	87
3.4	CONCLUSION	88a

PART II PRELIMINARY STUDY AND FIELDWORK

CHAPTER 4: PRELIMINARY STUDY		89
4.0	AIMS AND OBJECTIVES	89
4.1	PROCEDURE	90
4.1.1	Data Collection and Sampling	90
4.1.1.1	The Extended Essay or Text 1	91
4.1.1.2	The Wood Varnish Discussion or TEXT 2	92
4.1.2	Transcription of Data	94
4.1.3	Comparison of Text 1 and Text 2	94
4.1.4	Analytic Framework	95
4.2	ANALYSIS OF TEXT 1 AND TEXT 2	96
4.2.1	Vocabulary Features	97
4.2.1.1	Use of Non-English Forms	97
4.2.1.2	Non-English Use of Words and Expressions	99
4.2.1.3	Lexical Density	102
4.2.1.4	Long and Short Words	103
4.2.2	Pronouns	104
4.2.2.1	General Description	104
4.2.2.2	Cohesion in Text 1 and Text 2	107
4.2.2.3	Cohesive IT	110
4.2.3	Mood	112
4.2.3.1	Mood in Text 1	113
4.2.3.2	Mood in Text 2	114
4.2.4	Modality	117
4.2.4.1	Modal Auxiliary Verbs	117
4.2.4.2	Use of Maybe	120
4.2.5	Passives	122

4.2.6. Grammatical Complexity	124
4.2.6.1 Grammatical Complexity in Text 1	125
4.2.6.2 Grammatical Complexity in Text 2	129
4.2.7 Thematic Organisation	136
4.2.7.1 Types of Theme and Metafunctions	137
4.2.7.2 Thematic Realisations in Text 1	138
4.2.7.3 Thematic realisations in Text 2	139
4.3 CONCLUSION	140
CHAPTER 5: FIELDWORK	143
5.0 INTRODUCTION	143
5.1 A BRIEF DESCRIPTION OF THE COMMUNITY	144
5.1.1 The Physical and Social Setting	144
5.1.2 Student Organisation within the Halls of Residence	147
5.1.3 Student Organisation outside the Halls	148
5.1.4 Religion	149
5.1.5 The Academic Domain	150
5.1.6 The Position of Students in the Community	151
5.1.7 Language of interaction	154
5.2 DESIGN OF DATA COLLECTION	154
5.3 IMPLEMENTATION	157
5.3.1 Recording Equipment and Material	157
5.3.2 The Research Team	158
5.4. ORIENTATION	160
5.4.1 Pre-recording Stage: First Contact	160
5.4.2 Ethical Considerations	161
5.4.3 Management of Recording Equipment and Material	162
5.4.4 Making the Recording	163
5.4.4.1 Reducing the Anxiety Level	163
5.4.4.2 Taking Field-notes	164
5.4.5. The Second Day: the Interview	164
5.4.5.1 Interview Schedule	165
5.4.5.2 Venue	167
5.4.5.3 Duration	167
5.4.6 Third Day: Transcription	168
5.4.7 Fourth Day: Trial	169
5.5 SELECTION OF INFORMANTS	170
5.6 INITIAL CLASSIFICATION OF OF DATA COLLECTED	172
5.7 PROBLEMS ENCOUNTERED DURING THE DATA COLLECTION	174
5.7.1 Sampling	175
5.7.2 Power Failure	176
5.7.3 Keeping Track of Participants	176
5.7.4 Limitations of the Data Collected	177
5.8 REPRESENTING THE INFORMANTS' VIEW	177
5.9 END-OF-FIELDWORK EVALUATION	178
5.10 CONCLUSION	180

PART III ANALYSIS

CHAPTER 6: LINGUISTIC VARIATION WITHIN THE WRITTEN MODE I	181
6.0 INTRODUCTION	181
6.1 METHODOLOGY	182
6.1.1 Sampling	182
6.1.2 Selection of Linguistic Features	184
6.1.3 Statistical Analyses	186
6.1.4 Hypotheses	186
6.2 LEXICAL ANALYSIS	187
6.2.1 Problem of Classification	187
6.2.2 Procedure	190
6.2.3 Lexical Density	192
6.2.4 Verbs and Nouns	193
6.2.4.1 Distribution of Main Verbs	194
6.2.4.2 Distribution of Nouns	195
6.2.4.3 Nominal and Verbal Style	196
6.2.4.4 Summary	198
6.3 MODAL AUXILIARY VERBS	198
6.3.1 Distribution of Modal Auxiliary Verbs	199
6.3.2 Uses of Modals in Written Texts	201
6.3.2.1 Contracted Forms	201
6.3.2.2 <i>Will</i> and <i>Shall</i>	202
6.3.2.3 Conflation of <i>Will</i> and <i>Would</i>	204
6.3.3 The Use of Modals in Directives	205
6.3.3.1 Modal Auxiliaries in Written Directives	206
6.3.3.2 Other Modality Signals in Directives	208
6.3.4 Summary	213
6.4 PRONOUNS	213
6.4.1 General Description and Distribution	214
6.4.2 Pronoun Reference	220
6.4.2.1 Textual Reference or Cohesion	220
6.4.2.2 Deictic Reference	223
6.4.2.3 Impersonal Uses of Pronouns	226
6.4.3 Summary	229
6.5 CONCLUSION	230
CHAPTER 7: VARIATION WITHIN THE WRITTEN MODE II	232
7.0 INTRODUCTION	232
7.1 PASSIVES	233
7.1.1 Distribution of Passives	233
7.1.2 Functions of the Passive	235
7.1.2.1 Avoiding Mentioning the Actor: Agentless Passives	236
7.1.2.2 Focus on the Actor: Agentive Passives	238
7.1.2.3 Expressing Negative Propositions	242
7.1.2.4 Passives as Predicators	243

7.1.3 Summary	246
7.2 GRAMMATICAL COMPLEXITY	247
7.2.1 Rankshifting	248
7.2.1.1 Rankshifted Groups in Written Texts	249
7.2.1.2 Rankshifted Clauses in Written Texts	251
7.2.1.3 Distribution of Rankshifting across Text-type: a Summary	253
7.2.2 Conjunctions	253
7.2.2.1 Coordinate Conjunctions in Written Texts	255
7.2.2.2 Two Types of Coordination: Odd and Normal Couples	256
7.2.2.3 The Semantics of <i>And</i> , <i>But</i> , and <i>Or</i>	259
7.2.3 Subordinating Conjunctions	263
7.2.3.1 The Grammar of Subordinate Clauses	264
7.2.3.2 Position of Subordinate Clauses in Structure	267
7.2.3.3 Discourse Functions of Subordinate Clauses	269
7.2.4 Summary	272
7.3 DISCOURSE STRUCTURE	273
7.3.1 Introduction: Search for a Framework	273
7.3.2 Formal Classification of Discourse Structuring Devices (DSDs)	275
7.3.2.1 Noun Phrases as DSDs	275
7.3.2.2 Adjuncts and Prepositional Phrases as DSDs	278
7.3.2.3 Clauses as DSDs	279
7.3.3 Functional Classification of DSDs	280
7.3.3.1 Introducing a New Topic	280
7.3.3.2 Continuing a Previous Topic	283
7.3.3.3 Concluding a Topic	284
7.3.3.4 Summary	285
7.4 INTERTEXTUALITY IN WRITTEN TEXTS	286
7.4.1 Defining Intertextuality	287
7.4.2 Intertextual Features from GL	288
7.4.3 Intertextual Features from English	291
7.4.4 Discourse Structure as a Source of Intertextual Boorrowing: WSR	292
7.4.5 Intertextuality in WAE	295
7.4.6 Intertextuality in Writing by the Same Author	297
7.4.6.1 Procedure	297
7.4.6.2 Results	300
7.4.7 Summary	302
7.5 CONCLUSION	303
CHAPTER 8: VARIATION WITHIN THE SPOKEN MODE I	305
8.0 GENERAL INTRODUCTION	305
8.1 METHODOLOGY	306
8.1.1 Transcription	306
8.1.2 Sampling	307

8.2 LEXICAL ANALYSIS	310
8.2.1 Lexical Density	311
8.2.2 Verbs and Nouns	313
8.2.3 Dominance of the Nominal Style	315
8.2.4 Summary	315
8.3 MODAL AUXILIARY VERBS	316
8.3.1 General Distribution	316
8.3.2 Uses of Modal Auxiliary Verbs in Speech	318
8.3.2.1 Contracted Forms	318
8.3.2.2 <i>Will</i> and <i>Shall</i>	321
8.3.2.3 <i>Will</i> and <i>Would</i>	323
8.3.2.4 Modals and Directives in Speech	325
8.3.3 Summary	328
8.4 PRONOUNS IN SPEECH	328
8.4.1 General Description	329
8.4.2 Distribution of Pronouns in Speech	330
8.4.3 Uses of Pronouns	332
8.4.3.1 Reference	332
8.4.3.2 Resumptive Pronouns in Speech	337
8.4.4 Summary	339
8.5 CONCLUSION	340
CHAPTER 9: VARIATION WITHIN THE SPOKEN MODE II	342
9.0 INTRODUCTION	342
9.1 PASSIVES IN SPOKEN TEXTS	342
9.1.1 General Distribution of Passives in Speech	343
9.1.2 Functions of the Passives in Speech	346
9.1.2.1 Avoiding the Mention of the Actor	346
9.1.2.2 Passives and Information Structure	348
9.1.3 Summary	350
9.2 GRAMMATICAL COMPLEXITY	351
9.2.1 Rankshifting	351
9.2.1.1 Rankshifted Groups	352
9.2.1.2 Rankshifted Clauses	353
9.2.2 Conjunction	355
9.2.2.1 Distribution of Coordinating Conjunctions	356
9.2.2.2 Types of Coordination: Normal Couples	358
9.2.2.3 Types of Coordination: Odd Couples	361
9.2.2.4 Subordinating Conjunctions	362
9.2.3 Summary	367
9.3 DISCOURSE STRUCTURING DEVICES (DSDS)	368
9.3.1 Introducing New Topics	368
9.3.1.1 Ideational DSDs	369
9.3.1.2 Interpersonal DSDs	370
9.3.1.3 Textual DSDs	372
9.3.2 Continuing a Topic	373
9.3.2.1 Textual Development of Topics	374
9.3.2.2 Interpersonal Development of Topics	375
9.3.3 Concluding a Topic	376
9.3.4 Summary	378

9.4 INTERTEXTUAL PATTERNS IN SPEECH	380
9.4.1 Intertextuality in Small-group Settings	380
9.4.1.1 Code-mixing	381
9.4.1.2 GL Speech Style	383
9.4.1.3 In-group Slang	385
9.4.2 Intertextual Borrowings in Public Settings	386
9.4.2.1 Self-effacement	387
9.4.2.2 Quotatation	388
9.4.2.3 Rhetorical Devices	388
9.4.2.4 Indirectness	390
9.4.3 Intertextuality in the Academic Setting	391
9.4.3.1 Discourse Structure	392
9.4.3.2 Grammatical Structure	396
9.4.3.3 Lexical Intertextuality	397
9.4.4 Intertextuality in a Religious Setting: the Testimony	398
9.4.4.1 Structure of the Testimony	399
9.4.4.2 Everyday Narrative and Conversational Style	401
9.4.4.3 The Formal Style	402
9.4.5 Summary	404
9.5 CONCLUSION	404

PART IV CONCLUSIONS

CHAPTER 10: CONCLUSIONS	407
10.0 INTRODUCTION	407
10.1 VARIATION IN GE	407
10.1.1 Variation in Lexis	409
10.1.2 Modal Auxiliaries	411
10.1.3 Pronouns	413
10.1.4 Passives	414
10.1.5 Grammatical Complexity	416
10.1.6 Dscourse Structuring Devices	418
10.1.7 Intertextuality	419
10.2 INFORMANTS' VIEW OF FORMALITY	420
10.3 RELATION BETWEEN LANGUAGE AND FORMALITY	424
10.4 IMPLICATIONS	426
10.4.1 Status of NNEs	427
10.4.2 Recognition of NNEs	428
10.4.3 The National Language Issue	430
10.4.4 language Spread and Change	431
10.4.5 Cross-cultural Communication	432
10.4.6 Further Research	433
BIBLIOGRAPHY	435

VOLUME 2

APPENDICES

460

Appendix A: Texts

Appendix B: Informant Data Sheet (IDS)

Appendix C: Questionnaire

Appendix D: Statistical Data

FIGURES AND TABLES

Figure 1-1: Language Map of Ghana	11
Figure 1-2: language Resource of the Ghanaian Speaker of English	33
Table 3-1: Correspondence between language and Situation	69
Figure 3-1 The cline of Formality	88
Table 4-1: Non-English forms in Text 2	97
Table 4-2 Personal, Reflexive and Possessive Pronouns in Text 1	105
Table 4-3 Personal, Reflexive and Possessive Pronouns in Text 2	106
Table 4-4: The Pronoun <i>It</i> and some of its Referents in Text 2	111
Figure 4-1: The Mood System in English	114
Table 4-5: Patterns of Modal Auxiliary usage in Text 1 and Text 2	119
Figure 5-1: Domains of Data Collected	155
Figure 5-2: Five-point Scale of Formality used as a Guide to Data Collection	156
Table 6-1: Sample sizes of the Written Texts	183
Figure 6-1 The Relation of Lexical Compounds to the Grammar	191
Table 6-2: Lexical Density of Written Texts	192
Table 6-3: Distribution of Main Verbs in Written Texts	195
Table 6-4: Distribution of Nouns in Written Texts	196
Table 6-5: Noun-word and verb-word Quotients in Written Texts	197
Table 6-6: Distribution of Modal Auxiliary Verbs in Written Texts	200
Table 6-7: Types of Directives in the Written Texts	207
Table 6-8 The Pronoun System in the Written Texts	214
Table 6-9 Distribution of Pronouns in the Written Texts	218
Figure 6-3: Distribution of Pronouns and Nouns in the Written Texts	219
Table 7-1 Distribution of Passives in Written Texts	234
Table 7-2: Distribution of Passive forms Used as Modifiers in the Written Texts	244
Figure 7-1 Relation between Grammatical Ranks	248
Table 7-3 Distribution of Conjunctions in Written Texts	255
Figure 7-2: Model of Discourse as a Loosely Organised Entity	274

Table 8-1	Classification of Speech Events	308
Table 8-2	Random Samples of Spoken Texts	310
Figure 8-1	Distribution of Lexis in Spoken Texts	311
Table 8-3:	Mean Lexical Densities in Spoken Texts	312
Table 8-4:	Distribution of Verbs and Nouns in Spoken Texts	313

Table 8-5:	Summary of Differences between Verb and Nouns Levels in Individual Texts	314
Table 8-6:	Distribution of Modal Auxiliary Verbs in Speech	317
Table 8-7:	Distribution of Contracted Modal Auxiliary Verbs in Speech	319
Table 8-8:	Distribution of Would in Speech	323
Table 8-9:	Distribution of Pronouns in Speech	331
Figure 8-2:	Histogram of Pronouns Distribution in Speech	331
Table 8-10:	Distribution of Deictic and Cohesive Pronouns in Speech	333
Table 9-1:	Distribution of Passives in Speech	343
Figure 9-1:	Histogram Showing the Distribution of Passives in Speech	344
Table 9-2:	Distribution of And, Or, But in Speech	356
Figure 9-2:	Histogram showing the Distribution of And, But, Or in Speech	357
Table 9-3:	Distribution of Clausal and non-clausal Coordinators in Speech	360
Table 9-4:	Distribution of Subordinating Conjunctions in Speech	363
Figure 9-3:	Histogram Showing the Distribution of Conjunctions in Speech	364
Figure 9-4:	Topical Development in GE	377
Figure 9-5:	Thematic Progression in a GE Public Speech	390
Figure 9-6:	The Structure of Religious Testimony in GE	399

LIST OF ABBREVIATIONS USED IN THE TEXT

Language varieties

AE	American English
BE	British English
GE	Ghanaian English
GL(s)	Ghanaian language(s)
NE	Native English
NNE(s)	Non-Native variety(s) of English
NVE(s)	Native variety(s) of English

Text-types

Written

WPL	Personal letters
WIL	Impersonal letters
WMM	Meeting minutes
WSR	Resolutions
WNA	Noticeboard articles
WAE	Academic essays
WSJ	Student journal articles

Spoken

STD Tutorial deliveries
SGT Religious testimonies
SFF Face-to-face speeches
SPS Public speeches
SIN Interviews
SCC Casual conversations
SFQ Face-to-face question and answer session
SGQ Question-and-answer session by members of religious
group
SMT Meeting discussions
SAD academic discussions.

Linguistic features

LD Lexical Density
RG(s) Rankshifted group(s)
RC(s) Rankshifted claus(es)
DSD(s) Discourse structuring device(s)

APPENDIX A

THE LEAR TEXT (TEXT 1)

King Lear may be discussed as a play about parent-child relationship. This relationship is expressed both in the main plot as well as the sub plot. Within the family, the father is expected to love and cater for the welfare of his children; and the children, on the other hand, are expected to respect, honour and obey their father. I intend, in this chapter, to examine the theme of justice from the point of view of parental and filial gratitude. That is to say, how Lear and Gloucester are justified in their roles as fathers and how Goneril, Regan, Cordelia, Edgar and Edmund come as obedient and grateful children.

At the beginning of the play, one sees Lear engaged in a "live-test" to find out which of his daughters loved him most. This very act of Lear's is childish and foolish but very human. Love cannot be measured. As soon as he calls his daughters to express their love, he is inviting them to be insincere; for the degree of their love will determine the worth of their prize. This act of Lear's again, arouses the instinct of opportunism and selfishness, basic to man. This is exhibited by Goneril and Regan who are able to play up to Lear's emotions. Goneril immediately exhibits her love:

<Quoted passage of 60 words>*

Regan also says that she is made of that "self-metal" as her sister. No wonder they prove to be heartless in the course of the play. In addition to what her sister professes to be, Regan says:

<Quoted passage>

Lear, of course, is highly flattered by these hollow protestations of love. He fails to realise then that his daughters do not love him, not even half as much as they profess; and that "love that makes breath poor" and "speech unable" is dangerous flattery disguised as love. These daughters are not sincere for they appeal to Lear's passions and are profuse in their professions and promises.

Lear is symbolically "blind" at this stage of the play and therefore loses sight of these "high sounding nothings" from his daughters.

Cordelia's answer to Lear's question, "What can you say to draw a third more opulent than your sisters?" comes as a shock. Lear considers her simple answer, "Nothing, my lord" very rude and blunt. Lear cannot understand why Cordelia says that. But the reader at least, has the advantage of reading the "asides" in the play. After Goneril's speech, Cordelia asks: "What shall

Cordelia speak?"; and after Regan's she says:

<Quoted passage>

Cordelia, unlike her sisters, does not appeal to Lear's passion but to his reason. She states:

<Quoted passage>.

She goes on to explain that her love must be apportioned between her father and husband. This is sensible and true; but Lear does not want to hear the truth which is painful. Lear, hurt and disillusioned by Cordelia's answer, banishes her because he "loved her most" and thought to set his "rest on her kind nursery":

<Quoted passage>

Lear's performance as a father falls short in the trial scene. A father is expected to care for his children; to feed them and to provide for all their needs. This is an obligation and not one to be determined by the love that the child has for the father. It is natural that a father should love best the child who loves him most. But then, no matter the relationship between them, the father is responsible for the child. Again, Lear's banishment of Cordelia breaks the natural bond of love between father and child. This act of Lear's set an example of enmity and discord within the family. The parent-child relationship in Lear's family does not seem to be natural. from now on, the sacred bond between father and child is broken. Lear makes his daughters his care-takers or as the Fool tells him later on: "thou mad'st thy daughters thy mothers". Lear's act upsets the natural order or things in his realm for the Elizabethans believed that:

<Quoted passage>

This is one of the sins Lear commits in the play which will be discussed in detail in the next chapter.

One also has to consider the conspiracy between Goneril and Regan after the banishment of Cordelia. The very fact that they meet to conspire shows their evil nature. As very cunning women, they learn from Cordelia's banishment the choleric nature of Lear and prepare to oppose any "unconstant starts" from him. They plan to "hit together" and do something "i'th'heat". The real nature of these two characters is revealed when they play the role of Lear's hostesses. First, Lear visits Goneril as part of the bargain in the trial scene. Goneril sees herself as the sole mistress over her father and wants to get rid and deprive him of all his apparent authority and she therefore uses the presence of Lear's Knights in her

house as a pretext for her evil designs. She complains bitterly to Lear that his followers have infested her "grace'ful palace" with their ill manners. This is a great insult and an affront to Lear's position as father and king to describe his followers as such. Goneril does not hesitate to conspire with Oswald, her servant, against her father. She tells him to be rude to Lear and his followers. this is also contrary to the duty of a daughter. Lear is so much hurt by Goneril's cold reception that he showers insults and curses on her. This he does because he hopes to be welcomed by Regan, who he considers "kind and comfortable" and <quoted passage>. He finds Goneril most ungrateful for what he has done for her. In return for all the parental love of Lear, Goneril had nothing for Lear but ingratitude and treachery. Lear expresses his feelings thus:

<quoted passage>

Lear goes to Regan but finds her reception even more callous. Regan having been informed of Lear's impending visit to her palace, leaves for Cornwall. At Gloucester's place, Regan and Cornwall order Kent, Lear's servant, to be put in stocks for fighting with the officious Oswald. When Kent tells them:

<Quoted passage>

his plea is ignored and he is set forth in the stocks. Again, when he tells Regan: <quoted passage> she replies: "Sir, being his knave I will". These words reveal the depth and extent of Regan's callousness and disrespect. It is important to note that the stocking of Kent shows how Lear has lost favour in his daughter's sight and it also gives a hint of the kind of reception that awaits him.

The second disappointment Lear receives from Regan is when she and Cornwall refuse to speak to him immediately on his arrival. Lear complains bitterly to Regan about Goneril's dishonesty, disrespect and ingratitude. He tells Regan:

<Quoted passage>

While Lear was at Gloucester's Palace, Goneril arrives and it is here that the two "unnatural hags" turn Lear out of the house. They decide to reduce the number of Lear's train. The two are bent on depriving him of every follower. They want to rule and not to be over-ruled by him, a view which Regan shares; as Goneril says about Regan;

<Quoted passage>.

Goneril is prepared to cater for fifty of Lear's followers but Regan insists on twenty-five - clear evidence that, of the two sisters, Regan is more callous and ruthless. She later goes on to question Lear's need of even one follower. This provokes Lear to one of his bitterest and pathetic statements revealing his belated discovery of the true nature of his daughters:

<Quoted passage>

With this speech, the madness which has been brewing gradually in him, bursts out and Lear sallies into the storm. Goneril later says,

<Quoted passage>.

But the reader knows better and is not deceived for earlier on Goneril had said:

<Quoted passage>

Again, Gloucester out of concern, tells them about the threatening storm but Regan says:

<Quoted passage>

she goes on to advise Gloucester to

<Quoted passage>

The above statements show that what prevails in Lear's home is the very opposite of what an Elizabethan would expect. Lear is seen desperately clutching at the fatherhood he has relinquished and the daughters consolidating their status as "mothers". It is expected that children, at all costs, should show respect for their father. It is a filial obligation enjoined by the Bible and the only commandment with a promise: "Honour thy Father and Mother that thy days may be long". This is also what the Elizabethans believed:

<Quoted passage>

Judging Goneril and Regan alongside this principle, one is bound to conclude that they are not justified in their treatment of their father. They should not have taken advantage of Lear's weakness and apparent "blindness"; for however weak a father is, a child is expected to respect him. The child has an obligation to be dutiful and affectionate especially in his father's old age.

Again there is the question of gratitude. Lear accuses his daughters of ingratitude. This is because in spite of all the parental love shown them and the kingdom divided between them, they had nothing but ingratitude for Lear. There is the need to look a little more closely into the question of "ingratitude" between

Lear and his daughters. Lear is the "giver" and the children "receivers". According to Seneca, the "giver" should always forget that he is given and the "receiver" should, on the other hand, never forget that he has received. In the play, Lear never forgets that he is given but complains of ingratitude when his reception by his daughters is contrary to expectations. It is then that he states: "I gave all". The daughters in the play forget that they have received and so Lear in a way reminds them of their duty. But then, in Lear's case, apart from giving away his kingdom, he was also entitled to the respect and obedience of his daughters simply because he was their father. These selfish daughters thought of their father as an "obstructing tyrant" and so set out to consolidate their positions as "mothers". It is true that Lear would have been much of a problem in his daughters' homes, especially with his choleric temperament. Again, Lear should have realised that his daughters too had their own lives to live. Perhaps, he, on the other hand, found them "ruthless usurpers and rivals". The daughters, however, should not have driven him out of their homes into the storm. They should have received him warmly in their home. It is very clear then that in Lear's family both father and daughters, except Cordelia, do not live up to expectations of a father and children in the Elizabethan context. This discord in their home is also reflected in that of the Gloucester family.

Within the Gloucester family, the conflict is seen in the relationship between Gloucester and his lawful son, Edgar, as well as the relationship of Edmund, the bastard, with his father and brother. Edmund wants to usurp the position as a lawful son and not as a "bastard" as society brand him. He plays on the suspicious nature of his father and on the nobility and simple-mindedness of his half-brother to weave out his plans, as he says:

<Quoted passage>.

Edmund writes a letter and ends it with Edgar's forged signature. The letter states the desire and need for children to rule their fathers during their old age. Edmund cunningly gives this letter to Gloucester to read. When Gloucester learns of this apparent conspiracy of Edgar, he does not bother to ascertain the truth but leaves Edmund to execute his evil designs. This act of Gloucester's is most unnatural. A father is supposed to know his children better and so having heard of this, Gloucester should have questioned Edgar about the letter. He proves to be an irresponsible father. Gloucester, like Lear, who made his daughters his "mothers", gives Edmund the authority to have the final word on this issue. This helps Edmund to use the arrival of Cornwall, the Duke, to

finalise his plans. He wants Edgar out of the family. This is what he achieves when Gloucester banishes Edgar. Again this act of Gloucester's is a shortcoming in his role as a father. Like Lear, Gloucester suspects the established order in the family.

Edmund is like the two "pernicious daughters" in the Lear family. He does not honour his father as is expected of him. In Dr. Johnson's words, Edmund gives Shakespeare the opportunity:

<Quoted passage> He rather capitalises on Gloucester's weakness for his own selfish ends. His rejection of his status as a "bastard" in the society, summed up in his famous speech, "Thou, Nature art my goddess ..." is also against the order of things:

<Quoted passage>.

It is only Edgar, like Cordelia, who lives up to what is expected of him as a child.

* (Lengthy quotations from the text of King Lear were not analysed because of the obvious difference between the language of Shakespeare and that of the Ghanaian student writer).

WOOD VARNISH TEXT (TEXT 2)

This conversation was recorded in one of the halls of residence of Cape Coast University, Oguaa Hall. The participants were all male students of 25 years of age. *About* Eddie (A) was an arts student who spoke Akan as his mother *tongue*; Dominic was a science student who spoke Ewe as mother tongue; and Opare (C) was also a science student but like A he spoke Akan as L1.

The conversation begins by A asking B to describe the wood product the latter has invented. C joins after the conversation has started.

A: What is it made of?

B: A lot of things.

A: Like?

B: Er - alcohol,

A: So can I try it on the floor?

B: In fact, I want to try it on my wood.
<overlapping speech>

A: Try it on my wood then, eh?

B: Okay, but I want you to do this for me.
<U.S. = unintelligible segment>

A: What, with my finger?

B: I want a brush. That's why I came to Opare's room.

A: A brush. What kind of brush?

B: The one you use in painting.

A: A small brush.

B: It's a very small brush.

A: I don't think I have ... <pause> I only have a big brush, it's huge, Charley, I mean six inches. It's too big.
<U.S.>

B: I can use it <U.S.>.

A: Oh, so you're doing a polish for wood, not for ---

B: Furniture.

- A: Furniture polish. All the time you were talking about it, I thought you meant a wax polish for the floor, honestly.
- B: No, no, no.
- A: That's why I was asking you to use bees wax.
- B: Ah. Okay, you can use it in this case.
<long pause during which one can hear the noise made by the brush, sheep, etc.>.
- B: You drank some cold water today, eh?
- A: Cold water? Yes, I drank cold water. Why?
- B: Because of this cup.
<U.S.>
- A: It's a bit too thick mom, and a bit dusty.
- B: I'll do it outside.
- A: But this is all you've done or you've got a lot?
- B: Oh no I wanted to try this first, if it works then -
--.
- A: Ah?
- B: Yes.
- A: You bring it inside <laughter>. Where did you get those from ?
- B: <U.S.>
- A: I was thinking <U.S.> Oh it smells good. It smells just like varnish. Ei, Dominic, <laughter> more grease to your elbows. <long pause during which one can hear whistling in the background>. Ei, that was nice.
- B: Eh?
- A: Yeah, it's okay <pause>. Let's watch it dry-y.
<U.S.>
- B: Oh this one you can use acetone.
- A: Acetone?
- B: Yes. I'll try and get some.

- A: It smells ... <pause> Dominic, are you sure this is your own creation? <Laughter>
- B: Eh, ei, hwe
- A: It smells more like something from the shop <laughter>.
- B: No. Ei I forgot to do this.
- A: What?
- B: The formula --- <U.S.>
- A: Is it here?
- B: It's my secret. I left it in my other trousers.
- A: You know if it does work out well, would you be able to produce in such large quantities? I could give you a friend <B: eh?> who did this. He's got this wood shop, processing ---
- B: But is it polished wood?
- A: No, no, this hasn't been polished. And then you could produce polish solely [for him
- B: for him]
- A: for him to advertise your polish and then you could make some money, with my commission, of course <laughter>.
- B: Of course, by all means. Because I showed it to the carpenters the other day. They like it. Because they said this wasn't dark. They say the one they've been [using is quite dark.
- A: using is quite dark,] so it stains the wood.
- B: Yes
- A: This doesn't change the colour mom. It's nice. It's suits it like nail varnish.
- B: Eh?
- A: What did you use to do it?
- B: Okay, I used lethal acetate.

- A: I thought you were supposed to use <pause/hesitant>, what do you call it?
- B: Palm kernel oil?
- A: Eh.
- B: Okay, that's not, say, palm kernel oil ---
- A: The palm kernel oil ---
- B: Ehe
- A: Ei, Dominic <laughter>. This is nice, it's just that maybe you should give it a second coat.
- B: Yes, okay, right now, it's drying, it's not dry.
- A: It's not dry. Wait ...<U.S.> let's see what happens. Ei.
- B: After this I have to polish it, I mean use some new rag ---
- A: Oh to dust it?
- B: Yes.
- A: Is that how you do it?
- B: Yes, so that it shines.
- A: But that's not practical, is it?
- B: That's what they do, not always.
- A: No, because you've polished it really. The kind of varnish you see nowadays, you paint on something, that's it. It should have a natural sheen.
- B: Sheen
- A: It's a sheen. It's got this matt finish, which is a kind of matt finish, which is nice. <Pause> It's very nice, actually. Sometimes it looks like a shine mom.
- B: E-eh?
- A: Maybe if you give it a second coat.
- B: Yeah, or maybe if I leave it in the sun. Normally, we leave these things in the sun.

- A: No, not normally <U.S.>
- B: No, what I'm saying is because of the flatter ---.
<U.S.>
- A: Oh, I see.
- B: parts
- A: Yeah. Ei ei <laughter, noise of handshake> you going to open a factory.
- B: The lecturer was happy o.
- A: He was eh? Impressed with it.
- B: Because you know I'm a lazy student.
- A: I know!
- B: <U.S.> the last time I ran away<U.S.> I told them. That's one thing about me.
- A: Try a second time, and see. This is because it's thin, as you said.
- B: Mhmh
- A: You can take my brush. <U.S.> Oh you won't be needing the brush. You can use it. <Pause/U.S.>
- A: Opare, it's not bad o
- C: Eh?
- B: Come look am
- C: Ah? Ei!
- B: The thing is shining.
- A: It is, yes.
- C: What happened?
- A: And it smells good; it smells like nail varnish.
- C: Eh?
- A: Yeah
<U.S.>

- B: Acetone is like that. Because I have to boil it I mean the more make shine, so if I use acetone by the time I finish everything go.
- A: Try it on your finger nail. one could use it as nail polish.
- C: Oh yes I can use it .
- A: As a nail gloss?
- C: Yes.
- B: But not this particular one. I have to add something to it, may be some dye or
- A: No, not for colour but as a natural gloss.
- B: A-ah, okay. But only that I don't know the side effects of [the..
- A: The thing on skin, yeah.
- B: Yes. I like to <U.S.> May)be if I have to use it for a <pause> gloss, whatever, it means I don't have to use <U.S.>
- A: I don't know why I always thought ---
- B: May)be I have to use refined, you know ---
- A: Probably. I don't know why I always thought you were making floor polishing. That's why I said ---
- B: I can make that; with this, I think I can easily make that.
- A: Are you sure?
- B: Yes. [May)be, may)be---
- A: I've been laughing at you.] <U.S.> mansion polish <laughter>.
- B: A-ah.
- A: It looks good.
- B: E-eh?
- A: I like the finish. It's not got that high gloss which is out of fashion anyway.

- B: Okay.
- A: It's more like mimel, you know? <Pause> I'm impressed. <Pause> But let's see how it does. Well, give it a day or two.
- B: Yeah, okay.
- A: Because sometimes these things look fine and afterwards the wood just absorbs it.
- B: Okay.
- A: Yeah <pause>. That thing in the test tube looks like a urine sample.
- B: <Short laugh>. A: <Laughs>
- B: The other time it stained my trousers.
- A: Oh dear! Were you able to remove it? <U.S.>
- B: <U.S.> Okay, it's a black trousers.
- A: Oh, okay.
- B: You <U.S.> be able to see.
- A: So it just left marks there.
- B: Not marks, but I know that there is some chemical in it. That's what is worrying me, but ---
- A: It can break down the material.
- B: But Charley, it doesn't matter, it's one of those things <U.S.>
- A: Approtech! <laughs>
- B: Because with the alcohol, I can even use akpeteshie.
- A: Akpeteshie?
- B: Yes, so that if I am able to get akpeteshie and I get palm kernel, the resin, I can get from it. So I only have to get some lethal acetate.
- A: Yeah, but you see lethal acetate is not produced <U.S.>
- B: Ehe, you see that's---

- A: Can't you get what do you call it?
- B: A substitute.
- A: A substitute?
- B: <U.S.> I don't know.
- A: <Hesitant> This lethal acetate, where does it come from? It's an artificial ---
- B: Yes.
- A: There is no, there is no way you can use what do you call it? <pause> oils from plants, natural oil, like there is this guy, Ofori, he used this erm---
- B: Yeah, yeah. I saw his own, but his own is not too viscous. <Pause>
- A: Oh I see.
- B: Do you get what I'm saying?
- A: So you can't use it?
- B: Yes, I don't want to use it because ... okay, that lethal acetate it's produced from an alcohol and acetate. It's the reaction between er ethanol and acetate to produce that. You see?
- A: Yeah.
- B: So if I want a local substitute, then it should be that it should contain this particular compound and it shouldn't have anything that will mask it, the er---
- A: Property
- B: Yes of the other ones. Because this one the product is, if you produce, if you react an alcohol with an acid you get this one and water, and the water can, when you boil it, the water will just go away.
- A: So at the moment there's no element of H₂O in this thing, eh?
- B: Well, maybe, maybe, if I haven't boiled it well <pause>. But only that it's not viscous, so I have to add more resin to it. That's what I'm about to do, boil some resin <U.S.>. If I get it very viscous

<U.S.> . Then I'll try some other recipes and then may be ethanol.

A: <Qn/statement =<U.S.>

B: No, that's another type of varnish, lacquer.

A: Oh, I see. And will this be waterproof?

B: This one?

A: Yes.

B: Yes! It's waterproof.

A: <U.S.>

B: No, a good varnish shouldn't allow [

A: Yeah]

B: penetration of water.

A: <U.S.> it's useless.

A/B: <U.S.>

B: God is wonderful o. It's because of my accident that's how I was able to get this.

A: Why?

B: As my project topic.

A: Did you want to do something else?

B: No, I didn't want to work with somebody who will bother me too much, so I looked through and I selected ---

A: Yeah.

B: And you see he had five different projects and he selected this; he said this one was ---

A: Oh, they are the ones who select projects for you, sort of.

B: No, you select them.

A: No, they have topics ---

B: Yes.

- A: under which you have to choose one.
- B: So they will put the topics down and you'll choose <U.S.>
- A/B: <overlapping>
- A: I see
- B: Do you get what I'm saying?
- A: Yeah.
- B: But in my case, because I didn't want to work with anyone <overlapping>, I decided to ... and apart from that he chose this one for me. He chose two. He said I should choose between the two.
- A: Yeah.
- B: But he was <U.S.>
- A: This is ... Nobody has ever done this before?
- B: Well I know of Tech
- C: <U.S.>
- B: I don't know of Tech and Legon but ---
- A: How do you know?
- B: Where; Legon, Tech?
- A: Yeah.
- B: Oh, he'll know, be? like me I know here, because ---
- A: So many students must <U.S.>
- B: But it follows some pattern. Somebody may be produce, somebody worked on palm kernel, somebody after working on palm kernel he suggested that they should work on like palm kernel oil be used <U.S.> Somebody did that, and the person who did that said he produced varnishes, paints, you know, so from there you also, there is some continuation.
- A: <U.S.>

- B: Yes, so after mine I'll suggest to the person who will be working on this particular thing so that he can produce ---
- A: Nail varnish.
- B: Yes, those kind of things, so the person has to find his own formula because you can't get any formula.
- A: Yeah, exactly.
- B: Do you get what I'm saying?
- A: Exactly, yeah.
- B: It's a secret to the person who has manufactured it.
- A: Yeah, that's right.
- B: So if he hasn't registered it, he wouldn't like to give up---
- A: So you'll register this one material?
- B: This one one?
- A: Yeah.
- B: This I'll do it fast.
- A: <Laughter>
- B: <Laughter>
- A: <Laughter> Dominic! That's good.
- B: Because when I went to Standards Board, they said nobody has produced it ---..
- A: <U.S./Mocks B>
- B: No, no, no, he is not at the lab.
- A: Oh, okay.
- B: So nobody has.
- A: Ei, that won't be bad if really know nobody has.
- B: Ei, that one diee
<Noise of pans and pots being cleaned>

- B: Now I have to look for money, because if I want to produce
- A: <U.S.> I'm sure if some how if you finish, <U.S.> see if you can publish it in some foreign journal.
- B: Yes, that what I want to do now.
- A: <U.S.>
- B: Kwame Ato.
- A: Yeah, Kwame Ato. His friend.
- B: Kwadja.
- A: <U.S.>
- B: An/there is some other guy <U.S.> Ntow.
- A: He says there is this guy called Ntow. He is the one <U.S. Laughs> Wo nnyim de odeda beebi <laughs>.
- B: They spoil the journal and nobody has, okay, with these foreign journals ---
- A: Yeah
- B: You'll only write you produce this from leanseed ---
- A: Yeah.
- B: So if I'm able to produce ---
- A: Yeah <pause> Ei, wogyafo, eboko high o. And then you'll go and teach; wo wie a wo se we should go and teach. It's crazy, isn't it?
- B: I'm going to with this. I might so my service in teaching, I don't mind, but after that diee. Right now there is a guy, okay, you know we have clay.
- A: What's that?
- B: White clay
- A: Clay, clay.
- B: Yeah. Right now there is a man who wants to produce er paint.
- A: Paint.

- B: You see that particular clay and that particular clay, you can use it to produce ... so my pop has told him about me.
- A: Ah <U.S.>
- B: Yes. So if I finish, after school, I can still work with him.
- A: Who is this guy, do you know him?
- B: No, I haven't met him before.
- A: He is not <U.S.> so he's right.
- B: No, no, he is a businessman.
- A: Ah, I see. He'll steel your ideas.
- B: My ideas?
- A: Yeah.
- B: Because if I'm able to publish it in one of the foreign journals, at least, it will be there. Do you get what I'm saying?
- A: Of course.
- B: So you can't; even if you steal it, they will know that, unless you use a different formula altogether. <Pause> There was this lecturer who wanted to know what I was doing, so that he wanted te formula. So I told him that Oh I'm just mixing. I f it works, then I'll write out everything. he said I'm not serious.
- A: Yeah, he wants to get the formula.
- B: But I don' care, and so I told my supervisor about it.
- C: Madamfo, wo wo onion piece bi wo ho?
- A: Onion?
- C: Eh. So Dominic, you finish with your visit?
- B: N-not quite: i-lef small.
- C: I-good o.
- A: Opare, you're not <U.S.>

B: You see am? Dey there.

A: Opare!

C: Mm

A: Here.

C: <U.S.>

A: Oh, no, cut some.

C: Ah.

<Pause>

A: Let's see. Has it dried. It's looking nice, eh?

B: Mmh.

A: I like this ---

C: You see, first, when you want to do something like that, you have to sandpaper.

A: Ebei, sandpaper!

<Overlapping>

A: This has been sandpapered.

C: It's okay. It's good.

A: It's beginning to smell now.

B: Yes.

A: <Makes sound as if wants to throw up> It's not smelling good. <Laughter>. It smelled good there.

B: Yes, but be? it's because of the palm kernel.

A: Ah.

B: It's the palm kernel oil that ---

C: <U.S.>

A: Let me smell it.

B: Smell. Do you see?

A: Mm. It smells like planta or something like that. It smells like sh---

- C: Yeah, it's very bad
- A: <laughter> Opare!
- C: You haven't <U.S.> koraa.
- A: You have to do something about this.
- B: No, I have to use refined palm kernel oil.
- A: Oh, you did not refine the palm kernel oil?
- B: No, no, no.
- C: Don't <U.S.> It's a good thing <U.S.> you'll get something.
- B: Oh, yeah.
- C: For this one, one bottle be thousand cedis.
- B: they said two thousand, one beer bottle.
- A: Then you make yours a thousand five.
- B: Eh.
- A: Yeah, i-go ---
- C: Make yours thousand five.
- A: I-go go faster. <Laughs/ U.S.>
- B: But this thing, it wouldn't smell [like that o
- A: It doesn't smell so bad.] No, it won't.
- B: like, you polish your furniture with this, you leave it in your room, it wouldn't smell.
- A: Yeah, yeah.
- B: But the ones that they've been sung, have you ever smelled it before, on the wood?
- C: No, initially, it's okay.
- A: Yeah, initially it smells bad, but after a while it goes.
- B: Ehe! Even paint koraa when they paint ---
- A: Yeah, like a paint I had here.

B: <U.S.> Very bad smell. After some time it <pause>
They say I shouldn't shine this thing with rag.

A: No, why should you? Unless you want to get more
marks <U.S.>

B: No, I want it to <pause>---.

A: Try this , this is dry.

B: Mmm

A: <Laughs>

B: I have to use a very [

C: <Shouts> Lights o]

A: But I'm sorry I can't help you

C: Lights!

A: The ant is dazed <pause> by the smell.

B: Eh.

A/B: <U.S.>

B: I'm going to the lab.

A: Oh, Dominic.

B: Yeah.

<This is followed by the arrival of other students who
begin to discuss English intonation in (predominantly
Pidgin).>

Transcription conventions

The normal English spelling system was used throughout
together with the following.

[] to enclose overlapping speech.

<U.S.> Unintelligible speech.

--- to indicate incomplete turn

<pause> pause of any length, <...> also enclose
paralinguistic information such as laughter.

PERSONAL CORRESPONDENCE

INTRODUCTION

Most of the letters collected during the fieldwork were written by students of Universities of Ghana and Science and Technology to Cape Coast University students. They therefore provide some grounds for generalising about the use of English by university students in Ghana, rather than particularising the research to Cape Coast University.

The others were written to the researcher by people who are still students at Cape Coast University and some who have now graduated. These were received at different times in Edinburgh and do not form part of the corpus collected during the fieldwork.

As much as possible the letters have been presented here in their original form including spelling, punctuation, etc. Only the names and addresses have either been changed or omitted for the sake of informants' privacy.

(* introduces brief information about preceding texts).

<TEXT WPL 1>

Casford
7.00pm.

Hello,

I called on you last week-end only to realise that you have travelled to Kumasi. How was your journey. Eddie, I have the pleasure to invite you to our hall dinner which comes off on Sunday at 7pm prompt.

bye-bye.

sign.

James

*The invitation was written on a post card which has the picture of a red rose. It is addressed to a personal friend in the same University but a different hall.

<TEXT WPL 2>

Hello Phil,

Well how do you do? Still fighting the SAGRANTI War? Just take it cool. Well, I'm not about to plead for forgiveness or anything but to state some facts and then tell you where I personally feel I'm justified and where I went wrong. In the first place, you made a big mistake by thinking I was bored with Larry b'cos as for Larry I wasn't angry with anything he said. It was you that I was bored with not Larry so I was quite shocked when I realised you too had taken that idea up. If you remember when Larry spoke, I didn't talk - It was when you spoke that I got angry. I'm sorry for being angry but if I'm to apologise I want to apologise that I had not told you I didn't like certain jokes earlier on in our friendship and then allowed it to build up and later explode. That is where I go wrong. Well I was very angry b'cos I know what you were talking about was not true and I was in no mood to take that b'cos I specially took my time to talk knowing what people may say afterwards and to my disappointment you brought up the very thing I wanted to avoid. Yeah, sorry if you got hurt but one statement you made really surprised me very much that I've taken you for granted. Jesus I was shocked - I wonder if I ever know how to take people for granted much more you. I have seen also that you've cooled off since then. Well any time you feel you can continue being a friend, I'll be there as I have always been. When you feel apt to talking to me you are welcome but till then I still remain Chocoe. Just as you think I'm a disappointment as a friend so keep wondering whether true love can cool off after letting the other party know her sins. I was thinking that that cooling process only comes in when you harbour hurt. But after telling me what you felt that evening was there any need to go on in a holy war? Anyway Jesus is still Lord and even when all friends leave, I'll not despair or sink because he still there. They may choose to disappear from my life or be friends at a distance, I'm not shaken because I've gone through too many things to let such things bother and destroy me again. So Philo when you want to come back, I'll be there still me. - No hurts, no reservations - Just plain me.

love

me.

* The letter was written on a School of Agriculture Memo pad. There was no date and address, which suggests that the writer was a student of Cape Coast University.

<TEXT WPL 3>

Address: Mensah Sarbah Hall, University of Ghana, Legon.
Date: 30th January, 1988.

My dear Adelaide,

Thanks so much for the letter. That was great oh. Yeah I understand they are really stretching. Actually no where cool - I've got to finish reading L'Etranger, test every week, an exam at the end of February etc. How are you and all the others Marian and Ama. I trust you are very fine busily "cramming". I'ven't been too well - a cough, cold. I lost my voice last week and but By the grace of God, I not doing badly off late.

So howz the Chrife? I wonder how you guys manage but one thing I know is that my (Our) God is faithful and we can do all things through Christ who strengthens us. When one looks at things I mean all that we've got to learn with our naked eyes they seem so impossible and unattainable but I tell you with God all are possible not some things oh but all are possible. Say Amen to that.

Philo, the games were quite boring in my opinion p'haps the socialisation added some amount of fun to the games. Vesta and Grace A. were at my place yesterday for some time. According Vesta the B.Sec is not a joke at all. As at now there is noting interesting taking place - p'haps one can talk of the elections, and the handing over ceremonies, apart de cele rien d'interessant.

Actually, I am lacking vocabs or rather raps, there is nothing I I mean Rien or as a Spanish will say Nadda - only assignments they keep piling them on us but there is one thing if you organise yourself all wont be too bad with God on our side.

Adelaide I know the letter is borring p'haps another time will be better. My best wishes to Marian I send.
Love & MORE

(first name)

<TEXT WPL 4>

Address: Africa Hall, University of Science and Technology.
date: 3rd March.

Dear Mrs L.,

I hope the message I received from Kadi about leaving me is not true b'cos I haven't left you even though Mr Larty has tresspassed on my private propert. Charlie, I can't even remember the last time we met, this

is not fair, but then if you won't make any attempt at tracing me, I'll try.

How'z it? I believe marriage is doing you a lot of good. How I envy you eh, I wish I had finished school and happily married, I can't wait to start making babies ha! ha! I hear you've grown as fat as Maame glamour, what is your weight now? I'm about 64 kg and I'm doing all I can to lose at least 5 kgs by the end of this year. I jog everyday, have aerobics every other day, I'm trying about dieting but I must admit I haven't been too faithful, I hear you practically live on cabbages!! More grease to your cabbage elbows and may your efforts be rewarded. Now that I hear your guy has travelled, I hope you can find sometime and reply. I'll be anxiously waiting to read from you so don't disappoint me. Have you been able to to dispatch Dora's card to her boyfriend? I hope so.

How is Anita? has she had her baby yet? I hope so. It's been a very long time, and I'm sure marriage is good for her too. Does she sow in Osu or at her new place. I've been seeing Genevieve once a while and we chat small. How about Andrew and the two kids, I miss them all very much. My love to them all not forgetting the old lady. Are you in contact with Cordelia? Send my love to her if you are. Well I think I'll have to end here. be good and God bless you.

Love
Nanaa
XXX.

The author of this letter was 24 years old at the time of writing and studying at UST.
Languages spoken: Ga, Krobo, Ewe English.
She was a former school mate of the recipient's.

<TEXT WPL 5>

Address: C/O Dr L., etc..
date: 15th Oct '89

Dear Sherry,
It's quite a long time since I heard from you. How are you getting on with your work and how is Edem doing. Hope you are all well and hearty. I'm also well together with my husband. At the moment my results are not yet out so I'm a bit worried, apart from that everything is quite all right. I hear you may be coming home around January. Is it true? I'm in doubt because I have plans of coming over to Britain after my course. I shall be completing God willing in July '91 I will like to come over and work for about three months to acquire certain basic things in life. For instance now I don't have any sauce pans but I can be pardoned because I'm still in school but let me

ask myself what happens when I finish school. It is true my husband can buy these things but Sherry I think I'd like to buy my own things for the man to see that you are also progressive which make him give you the respect due to you. I have discussed this at length with him and he says I must inform you to give me a letter of invitation. He will take care of the ticket. Like I said I shall complete school in July 89. I must try and get the visa before July '91 because after school I wouldn't be given the visa. The best thing for us to do is for you to send the letter of invitation around may so that I will get the visa around June that way I will not encounter problems. we planned having our wedding around Dec but I'm still not certain. George says he will confirm it this week as to whether we shall still have it in Dec or after I'd finished school. In case you have plans of sending some things down to Auntie and the kids this X'mas please try and send me gloves, one or two hats preferably one white and the other red or cream. I hope that will not be too much for you.

I will give you my husband's telephone number so that in case you want to leave a message for me. It is Dr. L so you you can ask for Dr. L when you ring and tell him whatever you wish to communicate to me and he will do that . The number is 775218.

How is Uncle Derek doing, send my greetings to him and tell him I'll write to him one of these days.

Greetings to every body. Please try and ring me as I've said. I have many things that I'd like to talk to you about so please try and reply so that I know if you've received my letter. Till then all the best and good luck. Give Edem a peck on the cheek for me.

All my love
(first name)

<TEXT WPL 6>

Address: as above
date: 16th Oct '89

Dear Auntie Barbara,

I'm sure you can easily guess the writer since the address alone has already given me away. I'm very sure you are now settled. I must apologise before I go further for not being able to make it to Accra to see you off. George might have explained why I couldn't make it, I'm sure. I later learnt you nearly missed your planned because you were ill informed about the departure time Thank God the plane developed a mechanical fault. I'm sure God allowed that to happen in order for you not to miss the flight.

How are the children doing? I'm sure by now you have two strong soldiers and a pretty girl in your hands. I was informed by Anita that Nana Oye is in school in Britain.

George and I are hale and hearty and getting on well with each other. I finally moved to Airport at the end of September. At the moment I'm also on holidays so I spend most of my time at his place.

Auntie Barbara, I didn't intend this letter to be a long one. I just wanted to say hello. I promise to send a more detailed letter very soon. Please tell Uncle Leo that George got his letter and has sent someone to buy roller skates so he shouldn't worry. Greetings to every one. Till then good luck and all the best.

All my love
(first name)

<TEXT WPL 7>

Address: As in previous letter,
date: 16th Oct '89

Hello Lawrence,

Do I take it that your work is so demanding that you can't get a little time to reply to my letter? I think I can guess what occupied you so much resulting in your silence. Julie is the course. Well, I think I do understand you perfectly well because you have a whole year's arrears to clear. What a job at hand, may I know how you were able to cope. How are the children and Julie faring. Hope they are all happy to be reunited with their daddy after a long absence from them.

Like I told you in my last letter I'm engaged to Dr. L. and we are happy with each other. He is so good and caring to me and I also try to make him happy in my own small way.

Lawrence, there is one thing that I have against you. There is no course for alarm anyway. What I have against you is that I wrote informing you about my marriage and you never wrote back to congratulate me. Why did you do that. Where you shocked I got married so quickly? You are not the only who got shocked about my engagement. Even if you were you should have written to tell me what you think about my decision to settle down. After all I remember telling you that I'll be marrying God willing at the age of 30.

Enough about marriage talk. Now tell me, how is the doctorate course going on? I'm sure you are finding everything easy. Knowing the type of person you are I'm sure you never give your books breathing space.

How about the atmosphere on campus. I haven't heard much about Scotland but the little that I heard about the place I realised that they descriminate a lot. To put it in the proper sense Scots are racists. Please write and tell me all about the place. I'm dying to hear everything. It may interest you to know that Pinky, my sister is in Scotland but she had never sent me a note or a post card let alone a letter.

Lawrence, tell me how does it feel to be reunited with your family after a whole year.

The part one exam didn't go well with me at all Cohesion was my first paper. Infact, I really studied that paper but when I go there I was so anxious that I got confused. Yeah, that remind me, what happened to the Cohesion text book you bought for me. I waited a whole year without receiving the book. May I conclude that it was stolen from the post?

I'll be expecting your reply very soon. This time try and send a post card or a note not necessarily a long letter for me to know that you've received my letter. Greetings to your wife and your last born. I'm sure by now he is grown into a young man, hasn't he.

All the best and remember to reply in time.

All my love,
(first name)

<TEXT WPL 8>

Address: Independence Hall
U.S.T
date --

Hello Philo, Thanks so much for dropping the note or is it supposed to be a letter; Well that was very thoughtful, at least it shows you're changing, maturing.

I left Cape Coast on Friday, like I said. Okalla disaappointed me, so I had to find my way by S.T.C.

Sorry I couldn't come to the funeral. When I got home I had a few things doing coupled with packing etc. I was really tired and since I planned leaving early in the morning I thought it best to catch some sleep early.

In any case it was good I decided to leave on Friday because I had to get some things done in Accra before leaving.

I arrived on Sat 9th. School was rather empty then but at least it afforded me the opportunity to rest which has been very helpful.

Most people arrived after Wednesday and the place is gradually getting more and more noisy. It was giid ti be back ub school because I had missed a lot of my friends and we spent lots of time chatting.

Im spending these first few weeks visiting my friends esp. the girls because I won't have time for that when the heat is turned on.

The whole of last week there weren't any serious lectures and even up till now I haven't had a single lecture.

We were supposed to start seriously from today but because of the opening ceremonies of the Congress, lectures had to be cut short.

The atmosphere is very relaxed, most of the guys spent their evenings lazying about, or else watching films etc

I sometimes play badminton in the afternoons and reserve my evenings for visiting, but I know all this will change very very soon.

I had a pleasant surprise sometime last week when Haydn wrote to me. Hes very fine and he's doing Architecture at Howard University. He keeps asking of you and Phyllis each time he writes.

I awlways imagine that someday we'll all be able to see each other again hope it wont be soon.

How have your exams been? Im sure you'll almost be through by the time you recieve this letter. Well if not good luck or rather Gods best in those left I know He'll difinately see you through like He's promised to.

You talked about being too sensitive. Well thats true but that also depends on my moods then. I felt that I was being accused of things everytime and that was a way of being defensive.

I really appreciate it if people accept me the way I am, makes me feel much more comfortable. Anyway Im sure you will be praying for me wont you?

Keep on in the faith and always seek to make Jesus not only saviour but also Lord over all your life.

See you love

(home name)

* This is one of the personal letters collected during the Fieldwork. The recipient is a student of UCC while the author is studying at UST. The two of them appear to know each other very well - they even have common friends. Besides, they are both in their early twenties and both are members of the Christian Fellowship. Thus they have a good deal of shared background.

<TEXT WPL 9>

Address: Box 540

Date: 6-9-90

Dear Law,

Sorry for not writing to you for so long. You know, I didn't reply to your last letter so I knew you wouldn't write to me again. I was most surprised and grateful when I had your card. My, the card is beautiful!! I don't think I'll throw it away Of all the cards that was the most beautiful. Thanks for remembering to send me a card. I seriously can't believe I've completed school - I feel like I've woken up from a beautiful dream. Well, after vacation, I had to stay on for sometime to finish up my project work. I came home very exhausted but work at home is even more than school. Not only that but we've had a chain of visitors since I came and one has to wait on them morning afternoon, evening. I'm honestly looking for a break. Not forgetting my Christian committments too. But doing that is even a joy. I got so ill during the week long Afahye period. I can't believe I'm even recovering now 'cos I was really down. Has Eddie come to Britain? I knew he would be going so I sent my regards to you through him. Boy, when are you going to finish your course? and do you intend coming down immediately? My, my what else can I say. Yeah lest I forget have you per chance met one Agric lecturer soing his PH.D in Scotland by name Asmah? I bet you know him. If you see him shay hi to him - if only he remembers me. I'm broke now so I'll enclose a letter to a friend in the states. Kindly post it for me. Please write back very fast 'cos I'm itching to hear from friends. Once again thanks for being a good friend.

love + love

= (home name)

NB I hope you are being a good daddy - or the secondary school naughtiness is still inside? Haha. Be good and don't do what I won't do.

* This letter was received by the researcher six months after the fieldwork, and is thus a testimony of the relationship he built up with this informant. At the time of writing this letter the informant had just left university still waiting for her results.

<TEXT WPL 10>

Address: P.O. Box, etc.
date: 8th July, 1988.

Hi Serwaa,

I Must confess that I am writing with a heavy heart for I can't swallow the way and manner you go about cheating You may be wondering what this is about. Don't get confused What I mean is that you got a cunning way of making people do what you want. Let me support what I've just said. Okay during the Easter holidays I wrote to you in Tadi a reply never came and the reason was that school had reopened and also answers to certain questions I asked had been given verbally already. I read between the lines but I kept cool And this time you intentionally added a small note to Regina's letter asking me to write you first again so that you reply. Why can't you also write first if you really meant to? I always hammer on this idea that God gives us our brothers and sisters but we chose our friends. Actually I didn't want to write but upon a second thought and considering the degree to which I CARE about you, inspite of the silly and unjustified stand you took a few moons back, I decided to write but know that I am writing under protest. I could have written Regina but I don't deem that channel too fitting and proper since you and I have got a special kind of r/ship just for the two of us. Mind you don't get me wrong oh. I hope you are taking serious my protest.

Gosh!!! I almost forgot to ask of you health I am sure by the grace of our father in heaven you are alright. I am also alright but its only boredom which is my disease and the medication the doctor prescribed is the re-opening of school. I believe the mere sight of loved ones would do the trick. laugh over it!!! Despite all jokes the house is boring I hope you're not feeling the same too? Shiee -- you girls like "apo" too much so soon you won't even rest and you've started going to the library. A bird whispered to me that you people spend the 7 days of the week in the library and sometimes it takes influencial people to convince you to come and have even supper or lunch. What is the world coming to? Is that how the semester system is going to make you gals so "apo" conscious? Marginal students would certain find the semester system as an uncomfortable place and hell. Anyway thank God that we have adaptive boys and girls like the present 1st year people who are really making the semester system work.

Tell me something where do you intend spending you voluntary holidays I mean aluta holidays. I damn sure that school will not reopen now. Even though there would be rumours of an early reopening. Trust Ghanaians with rumour mongering. In any case let me know any news that

crops up since you are nearer campus. Hmm Serwaa learning these days is becoming a heavy burden for me. Its just like asking me to push a car from the gate to the taxi rank alone. I don't do anything in the house too. I feel so lazy and bored such that I don't even know what to do. This was the reason why I was not happy you been doing yourself lately. I am sure you're living like a queen mother at 3rd Ridge with Daddy alone in the house. By the way do me a favour I want you to be my eyes in Cape Coast. I mean take good care of Regina for me. Scare or beat if you can all potential guys away from her. Mind you I'll hold you responsible for the adverse effects on her. This binds you whether you like it or not to keep an eagle eye on her for me. I trust her but prevention is better than cure. Can I rely on you for that. 'Ope you wouldn't disappoint me.

I want to end here and come again next time with a lot of stuff that would make laugh your head off. I promise you that on condition that you give me a good reading of your reply. It must be long and exciting. Mind may not be your taste all the same take it like that. There is room for improvement. Until I hear from you I am patiently waiting for you. Stay lovely.

lotsa luv.
(day name).

P.S. Say hello to Rebecca A. if you bump into her. Ask her to take good care of herself. I still dream of your jollof rice. Ope you remember. I envy your ----as for this I'll keep my long mouth shut.

* The recipient, Serwaa, is the same as Adelaide P. The author of this letter was studying at UST at the time of writing. She appears to be the boyfriend to the recipient's friend, Regina; but the tone of the letter is very intimate, and so gives the impression that Serwaa is his girlfriend. He appears to be slightly older and more senior in terms of education (cf ref to first years in the letter).

<TEXT WPL 11>

Address: C/o Mr. E.O. A., P.S.C, Box, etc.
date: 26th Feb. 1990.

Hello Mandy Dear,

The Salutation should tell you whose writing. How's everything on Campus?. I guess its alright for you and that you feel so good. Fine.

Well, life in Accra isnt too bad either except that life after school is somewhat boring especially when you find yourself in the hustle and bustle that goes on. As

you may recall I'm now an English master at the Sackey-Addo Secretarial Institute where, I face girls of different shapes, sizes and colours. I tell you I'm having a terrible time over here. The job is a bit difficult in the sense that the school has no syllabus and, therefore I have to develop my own for teaching them. I hope to get adjusted to the situation pretty soon.

Yeah, you know what? The national service people have decided to put me at Komenda training College for the service but, they lie bad. I prefer Sackey-Addo to Komenda for all the advantages. Hey, dont think too far. I'm only referring to the advantages of staying in Accra where I'll be near home and you know what goes with that. Moreover what I'm doing presently is not service meaning that I earn more than the service allowance minus part-time schedule. You see what I mean?

Would you believe that I still havent been able to make up my mind about the problem I'm facing with regards to her? I'm in a real fix but the funny thing is that I keep on thinking about you. Its funny because I dont expect any good thing to come out of it but then its a feeling I feel is reasonable to let you know, even though you already know that I still LOVE you. By the way how's he? Look that guy is going to face a very stiff opposition from certain quarters.

I hope to be in Cape on the Second March so until I hear from or see you its all the best wishes for you. Keep all fragments together if any 'cos I'll be with you soon.

This is Billy pouring all his
love inside you.

<TEXT WPL 12>
[Handwritten]

Addressor: Ama G-A.
Addressee Julie O-A
Date: 8/3/90

Dear Sis. Julie,

Thanks a lot for writing to me. For sometime, I had given up all hopes of ever hearing from you. I'm grateful to you.

The course is just okay. I'm really doing my best by working hard. I'll finish school by the 21st of July i.e if all things work out well. Kobina is in his fourth year. He has two more years left for him to finish school. We still thank God for where he has reached on the academic ladder. It's my prayer that he finishes

successfully. At the moment things are okay on campus. Everybody is going about his work without much trouble.

Everybody is fine at home. I have given your message to Mama. She was glad to hear from you. Ewurabaesi wrote an exam in November. She's waiting for her results. If it is good, she'll enter the University this year. Aya is doing her stroke II in catering at Takoradi. She'll finish this year. Old lady has got a minor stroke. At the moment she is responding to treatment and has been progressing. I hope she gets well soon.

Mr Owusu-Ansah tells me that Kwesi is in school. I wish I could see him. Has he grown any taller? How are the others? I hope they are doing fine. Don't forget to send me their pictures and yours too. My measurement is - waist 26, bust 38, hips 42. I do hope it will help you with choosing what you're buying for me. Where is Eddie? I hope to end here. Please do write. God bless you.

Yours sincerely,
Ama.

<TEXT WPL 13>

Address: Adehye Hall, University of Cape Coast, Cape Coast
date -

Dear Lawrence,

Thank you very much for the letter and the pictures. I must apologise for disbelieving that you had films in the camera. Hope I'm forgiven. How are the kids especially my husband? Sure they are all hale and hearty. How about Sister Julie too? Send my greetings to her. Now, may I know why your work has come to a standstill? Do you have any problems preventing you from completing the work? What will happen to you if you don't finish as expected of you? Can I conclude that your scholarship will be withdrawn at the end of the programme? I hope you write and send me answers to all the questions that I have asked you.

Over here our days are numbered, the final timetable is out so we are preparing feverishly towards the D-day. I thank you for the advice you gave me concerning my studies. I have made up my mind to make my husband happy by getting a good class at the end of the day. Lawrence don't forget, I'm eagerly waiting for your success card. I'm sure you haven't even thought of sending me one.

You wouldn't believe it Lawrence, but so much has happened since you left. Professor N.A S. was dismissed or retired by the University Council for being rude to the chairman of the Council Mr M-C. As a result of her

involuntary retirement about 70% of the lecturers went on a sit down strike, they werent teaching but of course some of the lecturers did not join the strike for instance Dr Mrs O-A was teaching at the time. A directive was however brought from the Castle that Naa Afarley should be reinstated to office so now campus is back to normal. You couldn't believe the course of the confusion if I tell you. The matter was so trivial and should not have taken such a turn. It was all about the title of professorship. According to the University Council some associate profs have been going by the title prof. so they must make a clear distinction in their titles by referring to themselves as asso. profs. Naa Afarley wrote to the rep for the Council to note that the matter was too trivial for the confusion it has generated and that even nana is a nana. she went on to give an example that in our traditional set up all the sub chiefs are refered to as nana and that no-body goes about calling a chief by his full title unless the occasion demands it before a chief may be said to be the Nifa hene of Kwahu etc. I'm sure Doc. Sackey has written to tell you all about it. I'll end the letter here and wait for your success card!

All the best
(first name).

<TEXT WPL 14>

Date: 31/1/90
address: Akrokerri

Dear Mandy,

forgive me my sins for I have been most ungreatful to you. I promise I will be a good boy from now onwards

After school I was busy with my father's project, I couldn't finish and I have to leave for my national service posting. I am at Akrokerri Training College teaching biology and chemistry.

Akrokerri is very near to Obuasi and even some of the miners live here because of this, things are very expensive, even foodstuff. All the same, we are trying hard to make life worth living. The main problem is the allowance, it is not flowing.

This year four of us from Cape vars were posted to the college. There other old students also there because of this social life is not all that boring.

The bearer of this letter is a staff of the college (senior House mistress). There are only three females on the staff, this lady and two service personels. Infact she has been of a great help to me over here in Akrokerri. She is like you to me at Capevars. She is coming to buy admission form and to see some friends. In

case she does n't see them and may therefore need any help, please give her any help from the bottom of your heart for my sake, don't disgrace me because I told her you are my sister.

I can promise you that I will definately come to campus before the end of the academic year, the only problem is money, I want to collect my allowance before coming.

Tell Beta, she will get the picture. When I got to school, I realised I have left it at home.

My greetings to everybody, infact I cann't list but I believe you know them.

Stay well and be a good girl,

Yours,
(nickname).

The author of this letter had just graduated from UCC; the recipient was still a student when she received the letter.

<TEXT WPL 15>

Address: Independence Hall U.S.T. Kumasi
Date: 4th March 1989

Dear Philo,

Thanks so much for your letter sent through Kwame. I got your note, sent earlier on through Dan A., and I replied it, but when I got the second one, I decided not to send it.

Thanks so much, its so thoughtful of you. I guess first of all, I must explain why I couldn't come over to your place on the 23rd which was Friday evening. I spend the whole Sat. at home because I had to finish some drawings, so I could send them back to Accra. My only real free time was Sunday afternoon, but my mom insisted that I go with her to see her building, which is now coming up, so I couldn't make it, and I left back for Accra early Monday monrning.

Like I said, Im in Accra for most of the time, mainly because of my work. Its about the only place to make contacts and get jobs, so even though I might want to be in Cape Coast, I find myself in Accra most of the time, and then also I decided to put on some with and rest, now that my sister is around.

School is fine and right now the heat is being turned on. The final year is no joke and there's so much work to do. Assignments etc and I also have to write a long essay aside the drawings Sometimes when I get really hot, I sleep for only about 3 or 4 hrs every day, and that sometimes continues for as long as 2 weeks.

Its really tiring.

Im really sad that you dropped the French. I really thought you were going to carry it on, and then do something with it in future. Anyway I think you should do what suits you best, so far as you're happy with your decision.

Yeah, about what Chochoe said. She was quite correct. Its quite an issue which I think we should sit down and talk about someday. I probably wont be able to discuss it in writing.

We've been such good friends for so long and sometimes its helpful if we face these issues. I sometimes feel you don't do enough to preserve the friendship, and you'll agree with me that since I came here, we certainly not as close as we used to be.

My interest is in settling things so that we could strengthen and build on it.

You may agree or disagree.

Maybe Im also to blame as well.

Anyway I guess the best thing will be to talk about it someday.

There's also some piece of news I ought to tell you but I think its not proper for me to write it so I'll wait.

Im sure you can guess, cant you?

Think hard because its not far-fetched.

There's really a lot for us to boss. Keep on in the faith and I'll encourage you to continue in the things you have learnt from the beginning.

I always remember to pray for you.

Missing you

(home name).

NB

You always spell my name without the 'h' Is it an oversight or the name is too long?

Have I mentioned anything about Eunice to you? I hear you have a boyfriend. Who's he? I'll be glad to meet him! You've really progressed.

*The author of this letter was in his final year at UST while the recipient was in the second year. The two of them obviously are longstanding friends and share a widere social network which includes other university students and other members of the Christian Fellowship to which they belong.

<TEXT WPL 16>

Address: Independence Hall U.S.T.

Date: 24/2/88

Hello Philo,

Im pretty sure you must have written me off by now. Please dont! Lots of things have happened which have kept me from writing ; but I don't know if you'll be interested in my explanations.

Anyway im glad I now have the opportunity to write. How are you and how are things in school?

You must have settled down by now and had a few experiences of university life (November Rush etc) which I'll be glad to hear about.

Ive enjoyed this this semester quite well except for my academic work. The change from 2nd -3rd year is so drastic, the work load has increased and our lectures expect so much from us.

For quite sometime I really wasn't enjoying what I was doing, but I had to do it any how. I hope that by next semester I would have adjusted pretty well.

How are you getting on with your relationship with the Lord. The last time we meet you really impressed me with your seriousness. I hope you are following through with it. Psalm 1 says blessed is the man who walks not in the way of the ungodly or sinner but his delight is in the law of the Lord. Make that your delight and He'll surely bless you- like the tree planted by rivers which bear fruit in its season. Hope I'll see you at home so we can really chat.

Love
(home name).

*The author of this letter and the recipient are the same for the last letter. This letter was written when the latter was in the first year and the former was in the third year.

<TEXT WPL 17>

Address: Queens Hall UST Kumasi

date: 26/3/89

Dear Kukuwa,

You. I wish I could get a stick and hit your head with it. You are damn lucky. All this time, why did you do that? Oh Yes I forget. When love begin to sicken and decay it ends with an enforced ceremony ... is that true?

Anyway, Scripture says that forgive us our trespasses as we forgive those who trespass against us.

I have forgiven you and I expect that you behave yourself, right? Be a good girl.

Rose Mercy is in 18 Africa Hall. You know she's there with Philomena S-M. However she's supposed to be in 103 or so. I think if she's not replied your letter you may write to her through Phil's address. What is your room No. Do include in your next letter. I only happened to know the address of Lily so I had to write through her. Do pay her for her services or else she's going to break your neck.

How are you finding Cape Vars? I understand you are now at third Ridge. Are you close to Ama's place? How is she? I miss her so much. Do extend my love to her o.k. Do you think it would be convenient if I should decide to come to Cape Coast and stay at your end when school closes in June. How about giving me the directions. I'm not too certain if I'd come but if I should make the trip I hope to do that someday My love to your mother - O.K. I hope she enjoys her journey back to Cape Coast.

I'm reading English and Sociology now. What are the combinations of the rest of the pals? Is Marian still at Atlantic? Doesn't she hope to come to Adehye or Oguua. I wish I could come and visit you at Cape Varse one of this days.

School is so boring now but a good atmosphere for us to study. Did you stay on Campus for the Easter break or almost all the pals went home. Do you like the semester system or you would have preferred the terms? I think the semester system is better. When is your semester ending?

I think I'm out of raps. I hope to write a longer letter later on. I'm feeling sleeping and I'm deciding to write on a seminar in English very soon. Right after this letter. I'm glad I've been able to write to all of you.

Don't forget to extend my love to Edith A. I try and write her next time.

Yours ever,
Mama (pet name).

I hope you know Akua Asante has gone to the States. She sent her greeting through some friends who saw her there. I used to see her when I was in Tema. Sorry for you.

*Author was a second year student at UST; age: 19-24
The relationship with recipient was one of long standing friendship; they share a wider social network, but the writer does not appear to belong to the Christian fellowship like the recipients other friends.

<TEXT WPL 18>

Address: 308 Africa Hall UST Kumasi
date-

Hello Juan,

I was not able to see you before going. I am sure you heard that we left on Monday at 2 a:m in the morning you would not believe it and by 9.30 a:m we were in Kumasi although we stopped at several places and had a break since the students wanted to eat, they claimed they were hungry. Anyway How are you? I hope you are fine and Mr also. Say hi to your room mate, Annette and all your other friends I met there.

Yeah I would also like to say a big thanks for what you did for me I really did appreciate what you did I am grateful. I have been trying to get someone directly going to Cape Coast to send this letter and Sandi's that is why the delay otherwise you would have heard from me earlier than this sorry about the delay.

How was every one at home? I hope they are all fine, Anita also. I hope your room was quite kept and how is the fridge I hope its been repaired, I am sure James had left by now, I hope thats his name. I have forgotten, I am not sure. As I said earlier on thanks for the care you gave me. Alfie just entered and says I should hello to you and that he and Katey says hi.

Well Juan you'll hear better from me later, but I must end here and chase the girl who I have to give these letters to I hope to hear from you soon okay Bernice sends her love and says you will hear from her later. 'Abobiesahie' well lots of love and kisses from Kumasi again my greetings to you all. All the best.

Love Kadi

Yeah Juan I almost forgot Dora says I should remind you about getting coming down to Kumasi to bring the card she left in your room, but the best solution she say might be to get someone going to Legon, so kindly write Steve A. J 33 Commonwealth Hall Legon to be sent to him if possible kindly do so she says: handle with care, 'odo' is special. Well thanks again and I hope mission can be accomplished.

*The writer who was originally from Sierra Leone was a student of U.S.T when she wrote this letter. She was a fluent speaker of Ga, Akan, Krio, English.

Love

<TEXT WPL 19>

Address: Adehye Hall, U.C.C.
Date: 16/4/90.

Dear Kodwo,

Thanks so much for your letter. Honestly it was a real surprise. I really didn't believe you when you promised to write. I thought it was one of those 'raps' that men give when they are "high"

Well to be honest, I also appreciate your friendship and I am grateful for that. I know I really did try your patience but you had patience for all my crazy things. I mean I wonder if any lecturer would have allowed me to bluff like that but you used to take these without complaining. Now can you tell me something? How on earth did you get to know me? Why did you not pick any of the ladies who were at Augustine's to help you with your work but rather you chose me? Was it just a random sampling or you planned it? Please do write and let me know. Anyway I was expecting a longer letter from you not this letter which had such big spaces between sentences all done with the aim of filling the paper with few words.

I have been ill for some time so I did not enjoy the Easter. Moreover I'd be defending my project a week tomorrow which is the 24th of April so I'm as 'hot' as 'kaya tea'. I have an exam - a class test tomorrow but I'm not bothered. I honestly want to finish school or end my course quickly. I'm tired of all these emotional ---- I just do not know which of my vocabs to use.

I was surprised at the address you used. I thought you were in London proper. I mean is Scotland part of Great Britain? Is it in England or it is a different country? I'm confused so help me. Send my regards to all loved ones and please write back fast. Anytime I remember you in my prayers I'd send a word to God on your behalf. Keep your fingers crossed -- I may pay you a surprise visit. I mean don't be too surprised if I pounce on you one of these days or I come close to your waters.

love, (home name).

* This is not part of the material collected during the fieldwork. The researcher established a close relationship with the informant during the fieldwork, and this letter is a sign of the continuing relationship.

<TEXT WPL 20>

Address: Adehye, U.C.C.
Date: 9-5-90.

Hello Lawrence,

Thanks a lot for your letter. Well, I got it a few weeks ago but then we were rehearsing for our 10th anniv. (Echoes of Calvary) so I had to wait till everything's over before writing. I also thank the Lord for taking you safely back to Britain. How are the kids and their mum? Do send my regards to them. Everybody's fine in Ghana. The only problem now is the warm climate.

Well, like I told you, I relate nicely to Eddie and Josie. I met Josie about 5 minutes ago and even exchanged a few words with her. sometimes we even crack jokes. Eddie's fine. I met him about 4 days ago but we only smiled to each other. So you see, I'm doing my best.

How far have you gone with the research? I hope all will be well. I have settled down for serious academic work. Do pray for us. I'm preparing for a lecture so I'll stop here. I hope to hear from you very soon.

I also pray that you'll experience God's fellowship more as the days go by. May Christ himself give you the peace and wisdom and all that you need to make you serve him better. (I'm not a prophet yet!) I'll prophesy more when I become a prophet.

All the best of luck,
(first name).

* The writer of this letter did not directly provide language data during the fieldwork but she made available several personal letters she had received from friends in other universities. She was also a member of the religious group that was recorded, though she did not give a testimony or ask a question.

<TEXT WPL 21>

Address: P.O., etc.
date: 12th July, 1990

Uncle Felix,

Thanks so much for the letter and card. I was rather shocked when I received it because I thought communication between us was broken. Thanks for writing. The card was very lovely and I'm very grateful to you.

When the one you sent to the class arrived, I copied your address and made up my mind to write sometime after our exams, but the day after, Eva and I received ours.

I believe you're well now. Thank God!, for healing you. I don't know if you received the 'Get well soon' card I sent to you. Sis. Vic told me you weren't well but I didn't know it was that serious until sometime later when I wasn't hearing from you. God is great, loving and cares! He makes all things beautiful in his time.

The exams weren't too bad. They were manageable and we all hope for the best. Things haven't been that easy but God being who he is, we're all sure things will work out for our Good. I began on the 12th June and finished on the 28th of June. Then I had to pack etc. etc. I'm now at home and writing. I've been looking around to see if I can get a school in Accra, I don't want to be away from Accra.

The Dept is still the same. Not much changes. Miss Louisa K. is the Head of 'D', we have a new methods lecturer but she never met our class. After the death of Mr O., we've never had methods, we didn't even offer it for our final part I exams. The departmental library has been opened and that's about all that's new in the dept. The college has began a semester session.

Sis Vic, is in Takoradi. They're still not yet married. I don't really know what their problem is, but I hope it won't be too long. I haven't been there for ages. Eva isn't too happy at the fact that you wrote to me before to her. She doesn't seem to have forgiven you 'cuz she said she wasn't going to write to you. Maybe you'll have to pacify her somehow. I hope it is the one major problem isn't too great. I hope it is solved as soon as possible. I can't really think of what it is but I guess it's more "home inclined" since you hope to solve it when you come home. How soon do you hope to come? I hope I'll see you when you do. I do miss you very often but well... " who am I to keep on missing someone's husband so much?"

I've been praying for you and I know I'm not the only one who does. God'll surely see you through all that you do he hasn't brought you this far to leave you alone. He has done so much but he's yet to do the greater and greatest so just look up to him. All the best and God bless you!

(first name)

* This letter is not part of the fieldwork collection. The author was a student of a diploma awarding teachers' training college that has recently been upgraded into a university college affiliated to UCC.

Students of this college will have taught for some time before coming here to study. After graduation they are expected to teach in secondary schools. The relevant background to this letter is as follows: The author was a former student of the recipient's; but the two were also personal friends.

<TEXT WPL 22>

Address: OLA Training College, Cape Coast.
date: 20/5/90

Dear Uncle Larry,

I was very happy to hear from you. I thought I wasn't going to get any letter from you coz John told me a long time ago that you had written to him and sent your greetings to me. I have told him to write to you and I hope he does that as soon as possible. He was a little busy helping Afarley out of trouble. I'm sure he'll write and give you details. All I know about that issue is that Council retired Afarley for writing that Mensah "pain" letter. Now Government has asked Afarley to go back and work. This was through John and some other colleagues effort. UCC will never learn. The gates of the Varsity are being repaired and painted for Congregation in August which I still don't believe will come off.

Uncle Larry I don't think I deserve thanks from you. I see or saw all I did as my duty. In fact when you were leaving I really had a heavy heart because I thought my job at OLA prevented me from making you feel the way I planned to make you feel. I could have done better. I hope you'll come again so that I serve you better.

"Aglow" seems to have vanished into thin air. I mean I've realised if I don't want to get myself worked up I've to take it easy and cut down on a lot of things and have some rest. I'll pick aglow again when life gets cooler here. This term is better than last term though.

I've been having terrible eye problems and now I've been asked to wear "glasses". I hope it gets better after wearing them. I will get them in about 2 weeks time.

I haven't seen OLA at all. Miss M is not aglow for Jesus. I think theres some stuff to boss about D.L's kick backs. You remember the noise he was making about Lady Ot. And you remember how I wasn't in favour of it. well D.L. went on with his moves regardless of how I felt. And as usual talked big to her. "I will do this for you OT" I will do that for you he says when he wants a kick back. So well, O.T fell, and she started dishing out packets of sweets and what bored me !!!!!!! was a bottle of Gin and lime he bought for O.T. when she requested for it. I was mad because I was considering my reputation as tutor and house mistress - people would say I was encouraging drinking. It was then that I put my foot down and "stepped" into" (translate into Fante) their relationship. Then O.T. noticed I was the cause of D.L.'s distance and started spiting me!!! She taught I envied them/her. well. I just had to tell her I needed her services no more and that she should keep her distance

but only Yesterday she had the nerve to come and tell me I had kept her Gin and she wanted it back. I told her she was a student and I was not going to see her violate rules and told D.L. to withdraw his statement that the drink was hers (in writing which he did) so now all threads are broken between me and her, between DL and OT. well D.L denied that the Gin was meant for her. He said in the letter to O.T. that it was meant for my home. What a mess.- the mess I saw. But well life is still going on. After all- what are friends for, if not to inconvenience each other. It was good to hear that you were determined to complete in 1991.

I'm fine by God's Grace and Hope you are too. I'll end here now and hope to hear from you soon. Don't mind my spelling mistakes.

Its love from

(diminutive form of first name)

P/S. Say high [sic] to the family.

* Though not part of the fieldwork material this letter was written soon after the fieldwork by a former student and personal friend of the researcher's.

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IMPERSONAL LETTERS

These letters differ from the previous ones in being non-personal correspondence. They were all collected during the fieldwork, although some were written before that time. They can be compared with both personal letters (WPL) and resolutions (WSR), which are also a kind of letter (cf the introduction to the Resolution).

<TEXT WIL 23>

[Typed on Echoes of Calvary letter head]

Address: Echoes of Calvary c/o Chaplaincy
University of Cape Coast Cape Coast
Date: 9th March, 1990

Beloved in Christ,

ANNIVERSARY

Greetings in the name of our Lord Jesus Christ, through whom we have redemption and life eternal. Amen.

This is to announce the 10TH ANNIVERSARY CELEBRATIONS OF ECHOES OF CALVARY, the Musical wing of the Ghana Fellowship of Evangelical Students (GHAFES), University of Cape Coast Branch, which comes off from the 19th - 22nd APRIL, 1990 at the University Auditorium.

The said group is made up of Christians from various Bible believing churches and is committed to the ministry of evangelization. This musical wing which celebrates the aforementioned occasion has made marked landmarks on both the University Community and the secondary Schools in Cape Coast.

Our prayer and plea, this time, is one of soliciting your usual invaluable and priceless participation. Among other things you can be of help in either cash or kind, or both in the underlisted areas:

- | | | | |
|---------------------------------------|--------------------|---|-------------------|
| (i) PUBLICITY | - (a) RADIO & T.V. |) | |
| | (b) POSTERS |) | 15,000 CEDIS |
| | (c) TEASERS |) | |
| (ii) BUS SERVICE FOR 3 DAYS - | | |12,000 CEDIS |
| (iii) HIRING OF AUDITORIUM FOR 3 DAYS | | |4,5000 CEDIS |
| (iv) 4 VIDEO TAPES | | |20,000 CEDIS |

(v) VIDEO TAPE RECORDING - 50,000 CEDIS
 (vi) HIRING OF INSTRUMENTS20,000 CEDIS

Other things not mentioned here may strike your mind, and when they do, then we do wish, dear one, that we may have some benefits from you in the Lord; refresh our hearts in Christ; confident of your co-operation knowing that you will do even more than we ask.

Thank you.

Yours in Christ,

(signed by both presidents of Echoes of Calvary and Ghafes)

<TEXT WIL 24>
 [Handwritten]

Address: Samuel O.S. 177 Casely-Hayford Hall University of Cape Coast.

Date: 12th March 1990

ADDRESSEE: THE HALL WARDEN CASELY-HAYFORD HALL UNIVERSITY OF CAPE COAST

Dear Sir,

APPLICATION FOR A LETTER OF RECOMMENDATION

I have already applied for a scholarship to the named institution attached. The attached is the reply to my application demanding a letter of recommendation. I would be very much obliged Sir, if you could furnish me with such letter to enable me complete my application.

Thank you.

Yours sincerely

(signed: Samuel O.S.)

*[Hall Warden's reply written below the student's letter to be typed by his secretary]

Dear Mr Asante,

APPLICATION FOR A LETTER OF RECOMMENDATION

Your letter of 12th March, 1990 on the above-mentioned subject, refers.

I hereby advise that it will be desirable to ask one of your lecturers to provide the letter of recommendation. This will be in line with the requirement stated on your form.

Sincerely

<TEXT WIL 25>
[Handwritten]

Address: 120 Casford Hall U.C.C.
Date: 17th May 1989

Addressee: The Hall Warden Casford Hall U.C.C.

Dear Sir,
APPLICATION FOR LETTER OF INTRODUCTION FOR A PASSPORT
With the intention for travelling outside the country this approaching long vacation I would be very much obliged if I could be granted the necessary letters of introduction to enable me acquire a passport.

I am a Second year B. Com degree student with the above address.

Thanks in advance for cooperation.

Yours faithfully

(signed Samuel O.S.)

*[Letter of introduction written by the hall warden]

LETTER OF INTRODUCTION

This is to certify that Mr Samuel O A. is a bona fide student of the University of Cape Coast and that he is resident in Casely Hayford Hall.

It would be appreciated if you could kindly assist him.

[signed by Hall Warden, Mr I.K. P.]

<TEXT WIL 26>
[Typed on a Casely-Hayford Hall letter head]

Addressor: Hall President and Secretary General of the Unicassar Games.

Addressee: Ag President SRC UCC (with copies ot Hall Warden, Casford, Notice board , Casford, Hall President, Atlantic, Hall President, Adeheye, Hall President Oguaa, Sports Coach, UCC)

Dear President,
PROTEST AGAINST THE 'CUVAA' GAMES

It has come to the notice of the JCRC and the entire JCR members of this hall that the host hall for this year's 'CUVAA' games (ATLANTIC and ADEHYE) have decided to hold the games from the 8th to the 11th of February, 1990.

Mr. President, these dates clash with our Unicassar games which had alreday been scheduled to take place from

8th - 11th of February. Attempts to make the host halls get the games postponed until a later time has been an effort in futility.

We do not think that the running of such programmes and other similar ones concurrently are a part of our established norms in this University. we are also not with standing the fact that problems might arise from the use of the same facilities and other unforeseen difficulties.

It is on the basis of these that I write on behalf of members of 'Casford' to register our protest against the organisation of the 'CUVAA' games during that period.

I therefore appeal to the executive committee of the S.R.C. to bring this protest to the notice of the entire members of the hosting bodies and also to take measures to prevent any such occurrences in the future.

We are counting on your usual cooperation.

Yours faithfully,

(signed: Eric A.S.)

Note: Both Unicassar and Cuvaa are games involving the participation of halls from all three universities of Ghana. They are considered rival events, since no one hall is allowed to participate in both.

<TEXT WIL 27>
[Handwritten]

ADDRESSOR: Moses K.D., University of Cape Coast, Casely Hayford Hall, Room 20, Cape Coast.

Date: 1st December, 1986

ADDRESSEE: The hall warden, Casely Hayford Hall, UCC, Cape Coast.

Dear Sir,

APPLICATION TO STAY IN THE HALL DURING THE HOLIDAYS

I wish to apply for a stay in the Hall during the on coming Christmas Holidays.

In view of the fact that my hometown is quite far from Cape Coast, coupled with the absence of my parents presently from home. I thought it wise staying on campus rather than going home.

I hope to comply to all responsibilities attached to staying in Hall during the holidays.

I would be very grateful if this application is given your kindest consideration.

Yours faithfully;

(signed: Moses K.D.)

*Hall Warden's reply below is not clear as a result of poor duplication.

<TEXT WIL 28>
[Type-written]

ADDRESSOR: Moses D., 200 Casely-Hayford Hall, University of Cape Coast, Cape Coast.

Date 27th July, 1989.

ADDRESSEE: Dean Faculty of Science (copies to The Head of Physics Dept., U.C.C., Head of Mathematics Dept. Science Faculty, U.C.C. The Dean Faculty of Education, U.C.C. The Hall Warden, Casely-Hayford Hall, U.C.C., Dr. J.P. Tetteh, School of Agriculture. - Counsellor

Dear Sir,

INFECTION IN THE EYE

I write to inform you about the state of my health which has since the beginning of the present semester made it practically impossible for me to carry out any meaningful academic work.

Since the 3rd of May, 1989, I have been having trouble with my right eye. I reported to the University hospital for a check up and, if possible for a referral to an eye specialist. I was refused the request for referral; instead, I was given some medication to use. This could not help as the pain, which was initially slight, kept on increasing. Feeling hopeless, I was forced to see an eye specialist in the Cape Coast town. This was after I had gone to the University hospital on three occasions.

It was then detected that I had an eye infection which could only be removed through operation. I was operated upon on the 5th of July, 1989. (Please, see a photocopy of the document attached). Even though the operation was successful, I'm still experiencing the pain. Moreover, my vision is now blurred. I have since been put on daily dressing in preparation for a review.

The daily attendance at the hospital and the severity of the pain in the eye have prevented me from attending lectures. Further, I have been instructed not to read any materials.

Yours faithfully,

(signed: Moses D., 3rd Year B.Sc Part I)

Minute by Hall Warden:

Pl. invite the student to see me as soon as possible or alternatively I shall see him on Saturday (signed I.K.P.)

<TEXT WIL 29>
[Type written]

ADDRESSOR: Moses D. (address as in previous letter; date 9th August, 1989)

ADDRESSEE: The Deputy Registrar Academic, U.C.C. (with copies as in previous letter).

Dear Sir,

REQUEST FROM EXEMPTION FROM 1988/89 END-OF-YEAR
EXAMINATION

Since May 3rd, 1989, I have had trouble with my right eye. I reported at the University Hospital for a check-up and, if possible, for a referral to an eye specialist. Having been to hospital on three occasions but without any appreciable improvement, I was forced to see an eye specialist in the Cape Coast town.

It was detected that I had an eye infection which could only be removed through an operation. Consequently, subsequent check-ups revealed that the infection had shifted to another spot on the eye and this called for another operation. This was done and I have since been going for daily dressing of the eye.

According to the eye specialist, the wounds inflicted on the eye will take some time to heal and total recovery will therefore be prolonged. (Please, see attached the doctor's report on the case.)

I must say that since the inception of the eye trouble, I have not done any meaningful academic work. Moreover, I have been advised by the doctor not to read any materials. I should therefore be most grateful if you would excuse me from taking the forth-coming end-of-year examination.

Yours faithfully,
(sign: Moses D. 3rd Year BSc
Part 1)

TEXT WIL 30
[Handwritten]

ADDRESSOR: Moses D. (address as in previous letter) date: 21 Sept 1989.

ADDRESSEE: The Hall Warden, Casely-Hayford Hall, UCC.

Dear Sir,

APPLICATION TO STAY IN RESIDENCE

I wish to apply for a stay in residence during the forth-coming Holidays.

Since May 1989 I have been an Eye Ulcer patient, receiving treatment at the Christian Eye Centre.

According to the Eye Specialist I must continue to attend [?] him until the situation is restored to normal.

As a result of this I wish to remain in residence so as to continue with the treatment given at Eye Centre.

I will be grateful if the application is given your kindest consideration.

Yours sincerely
(sign: Moses D.)

<TEXT 31>
[Handwritten]

ADDRESSOR: Lay Activity Secretary, SDA Fellowship,
University of Cape Coast, Post Office Box 064, University
Post Office, Cape Coast, Ghana, West Africa.
ADDRESSEE: Signs World Ministry, P.O. Box 7000, Boise,
Idaho, 83707

Dear Sir,

With reference to your letter requesting the fellowship to write to the sponsor of our suscription of the SIGNS OF THE TIMES, we wish to inform you that the necessary action has been effected.

We wish therefore to inform you that we have written a gratitude letter to our sponsor.

Herewith enclosed is a copy of the gratitude letter.

Your guidance and assistance are very much appreciated and may the Lord continue to be with us even as labour in His Vineyard.

Thank you

Yours in His service
(signed: Kofi D.)

<TEXT WIL 32>
[Type written]

Addressor: Secretary, SDA Fellowship, UCC.
date 5th October, 1987

Addressee: Professor K.N.E., Office of the Pro-Vive-Chancellor, UCC.

Dear Sir,

INVITATION TO DELIVER A TALK

In the service of the Lord, the above-mentioned Fellowship has the pleasure to invite you to spare us a moment on your tight schedule.

As part of our programme for the University community for the 1987/88 Academic year, we wish to organize a symposium under the theme "LEARNING AND STRESS" on 30th April, 1988 at the University Chapel.

We would therefore like to invite you to be the Main Speaker on that theme.

Please let us hear from you as soon practicable if this our invitation could be honoured.

Yours sincerely,
Kofi D.
Secretary.

<TEXT WIL 33>

[Type written on Casely-Hayford Hall JCR letter head]

ADDRESSOR: Organising Secretary, Unicassar games; date: 19 Sept. 1989.

ADDRESSEE: Mr. William Zormelo, National Sales Manager, Nestle Ghana Ltd, Adabraka, Accra, thro' Hall Warden of Casely-Hayford Hall, UCC.

Dear Mr Zormelo,

APPEAL FOR FUND TOWARDS THE UNICASSAR GAMES

Casely-Hayford Hall of University of Cape Coast shall host the annual UNICASSAR GAMES, a triangular games consisting of the University Hall (Katanga) of the University of Science and Technology, Kumasi, Casely-Hayford Hall of the University of Cape Coast and Mensah-Sarbah Hall of the University of Ghana.

It is the utmost honour to Casely Hayford Hall to host this friendly triangular; however we are plagued with depleted coffers. It is our most fervent hope that you and your organisation will come to our aid either in cash or in kind to make this game a big success. We do plan to hold the games somewhere in January, 1990.

We do earnestly believe that, this request will meet your favourable consideration. We do hope to hear from you soon.

Yours sincerely,
For and on behalf of Unicassar
(sign: David Ako O., Organising Sec)

<TEXT WIL 34>

[Type-written on a letter head]

Addressor: Secretary, SDA Fellowship, UCC; date: 18 January 1988

Addressee: The President, AMC, PO Box 9358, Airport, Accra.

Dear Sir,

REQUEST FOR MATERIALS FOR U.C.C. FELLOWSHIP CRUSADE

As a means of contributing our quota towards the realization of the objectives of "Harvest 90" in general

and "Project '88" in particular, the above Fellowship is organizing an Evangelistic Crusade at Apewoseka, a nearby village. The programme takes off on the 20th of February, 1988 through to the 28th of February 1988.

We would be very much grateful if you could offer us some materials of any kind ranging from books to pamphlets for distribution during the programme.

May the Lord richly bless your efforts even as you offer towards His worthy course.

Counting on your continued co-operation.

Yours in His Service.

(sign: Kofi D., Secretary.)

<TEXT 35>

[Type-written on letter head]

Addressee: Secretary of SDA fellowship, UCC.

Addressee: Prof K. Owusu-Mensa, AMC, Airport Accra.

Dear Sir,

Yours of December 24, 1987 was at hand on January 8, 1988.

On behalf of the Fellowship I would like to thank you for your favourable reaction to our invitation inspite of the wrong dates we proposed. Most of it all accept our sincere thanks for the pains taken to keep us informed of such an anomaly. In fact, it was an inadvertent mistake in our programme. Indeed, we are very sorry for the inconvenience caused you.

Very unfortunately too, the week-ends you guess we intended, that is either June 10 and 11 or 17 and 18, do not fall on the sabbath.

Actually we meant the week ends of May 13 and 14 and that it would be very much appreciated if you could make it on that week-end.

Thanks be to the most High for His continued guidance and may He imput on us worthy servants even as we labour towards His worthy course.

Yours-in-His-Service
(sign: Kofi D., Sec)

<TEXT WIL 36>

[Type-written on a letter head]

Addressor: General Secretary, SDA Fellowship, UCC
Addressee: District Pastor, Cape Coast.

Dear Pastor

APPRECIATION FOR DONATION

The members of the UCC Fellowship with joy will like to extend their warmest appreciation to the District for the amount of five thousand cedis donated to the fellowship to help it run the "New Dimensions To Better Living" lectures delivered by Pastor G.S. Aidoo.

We are very grateful to the District for this bold step it took to come to our aid despite its own financial constraints. Our good Lord we believe is still in control and very soon, we are sure, the Cape Coast District will stand on its feet with so many active churches opened to prepare the ground for the Lord's Second Coming.

Again we say thank you and may our Lord continue to bless your efforts.

Yours in His Service
sign: Gloria L., Gen Sec.

<TEXT WIL 37>

[Type-written]

Addressor: Outgoing President of the hall
Addressee: Incoming President (Sekyi Eric A.)

CASELY-HAYFORD HALL J.C.R.C HANDING-OVER NOTES
1988/89 ACADEMIC YEAR

OFFICIAL: HALL PRESIDENT
FROM: GEORGE O.O.
TO: SEKYI E.A.

On behalf of the out-going J.C.R.C. I congratulate you and other officials who won the elections to handle the affairs of this hall for the 1989/90 academic year.

I am most grateful to members of the out-going J.C.R.C. for their dedication and co-operation offered during my tenure of office. My indebtedness go to the senior members of the hall especially the Warden and the

Chief Hall Counsellor for sparing no effort to make my tenure of office a successful one.

Mr. President, permit me to throw light on the various sections of the University which you will be dealing with.

(1). THE HALL WARDEN AND THE HALL COUNCIL

The Council is the governing body of the Hall. It is made up of six Senior members and six junior members. The Hall Warden is the administrative head. By virtue of their positions the President, Secretary and the Treasurer are automatic members of the Council. The other three junior members are appointed from the entire J.C.R. based on their year groups.

To a very great extent we won the confidence and co-operation of the senior members of the Council. We strongly believe that with truthfulness, objectivity and courage you will also win their trust and co-operation. When the need arises consult them for advice. They really understand students' problems.

(2). THE J.C.R.

This body as the mouthpiece of the students of the University militates activities which are presented to students either at forums or J.C.R. meetings for consideration. It also channel students view to the appropriate quarters. Constitutionally it is made up of the three officials of the Hall, the General Sports Secretary and the three local NUGS officials. The Secretaries of the four Halls are co-Opted members. A careful study at the S.R.C. constitution will be helpful.

(3). S.R.C. SUB-COMMITTEE

The hall is represented on the various S.R.C. Sub-committees such as the students' Affairs, Welfare, Library, Joint Refectory

(4) OTHER HALLS:

Casely-Hayford Hall is undoubtedly the most enviable Hall in the University in all aspects of life. As a result, the other Hall try to condone and connive each other to frustrate the efforts of casfordians. This they were found wanting during our tenure of office.

The Casford-Adehye alliance is at its peak. This was evident during our Hall Week celebration. Their participation was laudable. To the extent of contributing two thousand cedis (2,000.00) towards the celebration. It is my fervent hope that your administration will leave no stone unturned to maintain this alliance.

(5) COMMUNICATION:

Apart from those to other students in the University, the Hall Warden must be informed of all letters leaving your office for the administration (U.C.C.) and outside bodies. Letters inviting groups or personalities into the campus must pass through the Hall Warden and the registrar.

(6) CASELY-HAYFORD HALL INTERNAL MATTERS: (1) Sanitation:

Much is achieved in this area through the efforts of the Hall Warden and the Welfare Committee. However, there are a few unscrupulous students who throw pieces of paper and other rubbish indiscriminately about forgetting about the dustbins provided. Others too, for reasons best known to them, write on the floors instead of chalkboard provided. In order to discourage such behaviour, a fine of two hundred cedis is instituted against those found writing on the floors. I believe your Welfare Committee will work hard to see to the functioning of this fine which I am sure will help curtail this practice.

(ii) Finance:

The main source of income for the Hall hitherto our assumption of office was the fifty cedis (C50) paid by each student of the hall as dues. This amount, we realised was too meagre to meet the demands of the Hall. In an attempt to solve the financial problems of the Hall avenues were explored which have helped to generate funds for the Hall. Those (except students of Casford) selling to student of the Hall are levied ten cedis (C10) a day and the lady operating the J.C.R. Canteen is also levied two thousand five hundred cedis (C2,500) a month. Both levies are subject to review taking into consideration the economic indicators at the time. The treasurer will have more to say on this in his handing over notes.*** helping in the generation of funds for the Hall. The Chairman of both committees will throw more light on this.

(iii) Library:

Unfortunately due to the inadequacy of books, the library has become more or less a reading room. Nevertheless, Courier and Development co-operating magazines have been arriving on request. Monies were also made available for daily purchase of newspapers.

We tried securing some books from the British Council but unfortunately those given were too old for the library so they had to be abandoned. Hope avenues will be explored to secure some books.

(iv) J.C.R. and J.C.R.C. office:

Through the efforts of the Hall Warden, the J.C.R. has been brought to shape. There is the need to see to the maintenance of the place. For the J.C.R.C. office

much need sa to be done. There is virtually no furniture at the place and this has made our meeting there very difficult. Most of our meetings were held in the library. There is the need to discuss this issue with Hall Warden fo solution.

(v) Sports:

The Hall has an annual friendship games with Mensah Sarbah Hall of the University of Ghana, the University Hall of the University of Science and Technology. This academic year's was held at Legon and again Casely-Hayoford maintain their supremacy, bringing to record the overall champions for five consecutive times.

University Hall failed to turn up for the immediate past games held at Legon. Measures were taken to help prevent the occurance of such an incidence. The Sports Committee Chairman will dilate on this. The games will be held in Cape Coast next academic year. By convention the host hall organises a dinner through their own means for the participants. You are therefore expected to see to the organisation. Our administration inherited virtually no sporting equipments. We managed to secure three sets of jerseys and a football. In fact a set was bought and the rest which were T-shirts were donated by Pepsi-Cola Bottling Company and Standard Chartered Bank after appealing to them for help. In order to motivate the sportsmen in the Hall the Pepsi-Cola T-shirts which we realised could not be kept for use as jersey were given to the footballers who played at time the presentation of those T-shirts were made. Thirteen out of the twenty-eight T-shirts of the Standard Chartered bank are being kept for use as jerseys for the hockey players. The rest were presented to some students of the Hall for their dedicated service to the Hall. Efforts should be made to secure more equipments especially, running verse and football boots.

ATTENTION:

(i) The amount to be presented as students contribution towards Mark B. funeral celebration was not presented. The amount which is about six thousand cedis (C6,000) is with then S.R.C. Secretary. The said personality should be contacted for the said amount for onward transmission to the deceased family.

(ii) Mr Coleman, a Registrar at the office of the Students' Affairs who is currrently on leave and the transport officer have been extremely good help to the Hall,. You should countton their co-operation.

(iii) There are some students whose interest is always to thwart the efforts of leaders. There were times these group of people were meeting behind closed doors purposely to put our administration into disrepute which they failed. Some of them have left the system but some

have found their way back. To make a very long story short, there are some of such people still in the Hall and that you must BEWARE of them.

(iv) Issues raised at the students' Affairs meeting on the 16th of May, 1989 needs to be discussed with the Hall Warden (absent at the said meeting) to see to thier implementation. They are the play grounds and telephone facilities for Casely-Hayford Hall and transport for the Inter-Hall Competitions off campus. The minutes of the said meeting will help you to know exactly what were discussed on the issues.

(iv) The fifty (C50) dues paid by each student in the Hall needs to reviewed.

(vi) The Silver Jubilee is around the corner. The possibility of setting up a Silver Jubilee organisation committee to start work towards the celebration should be considered seriously.

(vii) There is the need to set up a Unicassar dues which can be relied upon during the organisation of transport and some basic drugs for our participants.

In conlusion, Mr President, let me assure you of our positive co-operation. We are not going to behave like those leaders who will hand over to their successors and not only to refuse them their advice but also pull strings in all directions to make their tenure of office an unpleasant one.

On behalf of the out-going J.C.R.C. members, I wish you and your administration all the best in all your endeavours.

Thank you.

(sign: George O.O. Out-going President)

(sign: Sekyi E. A. In-coming president)

<TEXT WIL 38>

[Handwritten]

Addressor: Kofi D. (Sec. of SDA Fellowship, UCC Branch)
Addressee: Roberta (copy to Signs World Ministry, Idaho, USA).

Date: 06-03-87

Dear Roberta,

Glory be to the Almighty God for our unmerited, sacred and peculiar call to co-workers in the [?] vineyard.

The fellowship would like to express its profound thanks and appreciation for your descending down to "Macedonia" too to assist in the fulfilment of the mission of our great and sacred call.

We have been taking delivery of your monthly suscription of the SIGNS OF THE TIMES which have been an

impetus in our outreach programmes like Evangelical Campaigns, Visitations and Special Days on campus, in in times the Prison Ministries.

It may interest you to know that as complement to other Christian literature received from other benevolent and well wishers, the sign of the Times played an invaluable role in a recent Evangelical Campaign we organised through which (5) five souls voted for Christ with (10) ten in preparatory class awaiting the next baptismal session.

It is our hope and belief that with your true and total commitment to the Truth and Just course, you would not only continue to assist us but also in like manner would invite relatives, friends, groups and societies to lend a hand in the proclamation of the three angels meassage.

May the Lord shower on you His (bountiful) blessings in all your endeavour even as you continue to be a partner in His soul-searching enterprise to hasten the return of Jesus Christ.

Moranelta! Moranelta!! Moranelta!!!

Yours in His Service
(sign: Kofi D.)

<TEXT WIL 39>

[Type written on SRC letter head]

Addressor: Secretary of SRC on behalf of student body of UCC.

Addressee: The Registrar, UCC.

Date 12th June 1987.

Subject matter: boycott of examinations.

Dear Sir,

BOYCOTT OF EXAMINATIONS

We write to inform you of our decision to boycott examinations till the dismissed student leaders are re-admitted unconditionally. We have now been fully informed about the conditions attached to their re-admission and we consider them as being very unacceptable hence the boycott of examinations.

It must be noted that every students wants to write examination that is why we all applied but we shall not write the examinations till the eight (8) student leaders have been readmitted unconditionally.

We count on your co-operation.

Yours faithfully,
(Gisela A.)
Secretary.

MINUTES AND REPORTS

These meeting texts (notes and minutes) were all collected during the fieldwork. In some cases the actual meetings were also recorded and therefore offer a good opportunity to observe the transformation between speech and writing.

<TEXT WMM 40>

[Handwritten]

SUE ENGLISH STUDENTS REPORT

1ST SEMESTER - FEBRUARY, 1990

(Notes used by the representative at the Joint-Consultative Council Meeting)

1/ Report of Literature

We have realised that the time allocated for the African literature is very inadequate acknowledging the fact that though the course is only one credit point. We would therefore like the Head of Department to always allocate two contact hours for the course.

Furthermore, we plead that the reading list for every semester would be made available before every vacation to enable us to get copies before the course begins. In this respect we kindly request that Edufa an African drama may be stencilled for us to buy.

2/ Tests and Mid-Semester Examination.

It is very true that the semester calendar doesnot specifically provide time for these examinations. However, we implore that in every semester the department would draw a calendar informing us on the dates of examinations. This is basically because the system is quite tight that the near future is almost always unpredictable.

3/ Reference Books

Textbooks and reference books are very hard to come by nowadays. Actually, one cannot get them on the market and even when one gets them they sell at exorbitant prices. Our meagre loan is awfully very insufficient to spare some for these expensive books. We therefore request that the department try as much as possible to get these necessary books in the department reading room.

We have also realised that there are very few books at the main library. These books if they are allowed to be loaned to students will deprive the majority of

students from using them, too. They department should ask the library to put those books on the reserved shelves. Also the department should remind the library about the penalty of keeping a book when the date has expired.

4/ Really, the lecturer-student attitude in the Grammar class is quite unfavourable. The class is with the opinion that Mr. G. is 'too strict'. We believe therefore that there has to be a very good interaction between the lecturers in the department and the students. Actually, the class realised that if Mr. G. does not change his attitude towards the students, it will discourage many students from doing a major in English. Also, the class realises that it is not that we don't learn or anything but that Mr G's class is almost always very tense to allow free-thinking and concentration. We in all truthfulness do not bear Mr. G. any grudge and really appreciate his teaching. However, we would plead with him to consider the student situation.

Thank you.

Ato C. (SUE - class rep.)

* Mr G. was present at the meeting as Head of Department and Chairman.

<TEXT WMM 41>

[Handwritten notes of the Joint Consultative Council meeting taken by the Secretary, David A.O.]

15/2/90 4.45 pm

1. Introduction of members

Head of dept add.

Welcome by the Head of Dept. Consultative C. was the most active in the University. young energetic young men to take charge - Lawrence is miraculously here. Grateful to Lawrence welcome him.

Purpose - Varsity interested in. Lecturers and students have things in common but Lecturers need to know what students problems are to boost performance.

Lang. Lab in trouble and place locked up. Place to be put up -Saw Registrar. Part 1 students would have been in trouble this semester. Problems are to be discussed to enhance the good of the system and the Dept. Not here as individuals but representatives of the class. It is a honour and responsibility vested in reps.

Invited the year group reports.

Year Group Reports

1st year

(a) Eng Lit class not referred to any commentaries to aid understanding

(b) lang class. not enough books to refer to --> No Brief for Lit class. G.G If Texts are not suggested go ahead and read. Lang. ---> we have some books University with 5 copies at reading room. For Literature there are a collection at the library. Textbooks are expensive, but if you have money go ahead and build a library. Two books being brought to the library for reference. Appeal - some are selfish and pick few books away. Make the Library an honourable library.

Severa; wau spf Teaching and so students may be asked to discover the real text before one goes to the secondary sources. One's own opinions must be supplemented. Nothing stops students from consulting the secondary sources, the real matter is how well they are used.

SUE

(a) One hour period for Lit is inadequate. In the middle of semester, no Prose and drama.

(b) Textbooks - recommended are not on market Photocopies of Edufa and No Sweetness here class prepared to buy.

(c) Informed of exam time for some time. Quite inconvenient. Assignment and Sports plugged in.

(d) Class relationship with Mr. G., quite uneasy. better class relationship.

Reaction

Get a shit [*] from dept to ensure books are not sold to others. Surprised that books are not there. Lit is determined by availability of text. On stencils if short plays - okay but with novels there will be a problem.

b. Exams - about 14 weeks and half way through must be for exams. Semester does not tolerate interference. Once in semester it is run strictly.

c. Personal rel. Surprised about that. SUE does not take work seriously. Not smile with lazy students. We come here to share no picking on others minds --> selfishness. Students as a group determined to learn are liked dilated extensively on this

Law. Smile or not says little, half the time students don't have the confidence and this put them on edge. Lecturers are not here to hate or love.

Extra Period

Sensitive to loading. Glad that students want the extra period this has been a lamentation. This extra will help with work in part 1. will be considered.

Pt 1

(a) B.15 out of ordinary for a University, would have wanted to sweep but someone is paid to do this work. Terribly hot would want some fans if possible. Some of the chairs are broken.

(b) Exams: This semester major - 12 credit instead of 15, educ to give 3 but has not come up. clashes with methods and measurement. Wondering where they will have the credit point result from Comp * [?] room, someone made 65% B but was glossed as 55.

(c) Term essays returned as asoon as possible right from 2nd year to help plan exams, get scripts after exams glossing the same mistakes.

(d) There is the need for more interaction between lect. and students. Would heol students know students better.

React

1st shock the dirt - a museum piece, lived with it and become part of it. Have good promise, furniture ready for new faculties moving but still here. Had it not been the resilience of Dr, Sackey, the lang lab would not have been installed.

2. Books from bookshop --> [?] them on the shelves but later on they are lost.

Books cheaper and so come and clear the shelves. Collection of chits but for purpose. Price - situation on can't be too sure of new stock. B'shop profit making venture ---> comes to a time when cannot hold on much longer and are forced to sell. International economics tend to affect the prices.

Sell at a rebate to Bookshop for others to use making books available all the time.

4th

Assor

Two papers can go to part two at a risk. Came early for exam results two paper in English and one History. Set questions for him Faculties operate different rules Science

Door B.15

Discussed and Amekye will keep keys, assurance that it would be open.
Term Talked about it.

A.O.B

Seminars by Dept. Pressure on Lect. keep this out but was done in the past will be done more regularly on Agenda.

Thank everybody for coming. Its good to share going ahead b'cos everybody wants it.

<TEXT WMM 42>
[Handwritten]

(Draft) Minutes of the Joint Consultative Council of the English Department (University of Cape Coast) held on the 15th February 1990 at Room B15 of the English Department at 4:45pm.

Present (followed by the names of student and staff member who attended the meeting)

1. Opening

The meeting was opened by the Chairman who asked members to introduce themselves. This was done accordingly

2. Head of Department's address

The Head of Department welcomed everyone to the meeting. He informed members that the Consultative Council was the most active in the University; it had received some setbacks in the past, but now with energetic young men on staff the Council is back to life incidentally with the presence of Mr. O-A who was the moving force behind the Council in the past. The Head of Department took the opportunity to welcome Mr. O-A back home.

Still on his address, the Head of Department informed the house that the Council is a forum that the University is interested in and it is a common platform where students and lectures share ideas and problems with the aim of boosting performance within the Department.

He congratulated representatives of the various year groups and exhorted them to take up the trust that their mates have in them. He said that, it is indeed an honour to have responsibilities vested in all the representatives. On this note he invited the various representatives to present their class reports.

3. Year Group Reports

(a) 1st Year Reports

(1) F.U.E students reported that they have not been referred to any commentaries to aid their understanding of their English Literature lectures.

(ii) F.U.E. student again complained about the number of reference books available for their language studies.

In response to the complaints, the Head of Department informed the F.U.E representatives that they could go ahead and read commentaries. They were however cautioned about slavish adherence to commentaries without reading their primary sources. F.U.E. students were also informed about some reference books on Language at the

Reading room. As to commentary books on Literature they were informed about a collection at the main library. F.U.E. students were also advised to buy their own books if the money is available, this helps with building up one's own Library. Students were again asked not to be selfish by taking the few books away, that is the only way to make the library a honourable one.

F.U.E representative were also told that, there are several ways of Teaching; a lecturer may decide to make students know their primary sources first before they can supplement their opinions with information from secondary sources.

b S.U.E Reports

(i) The students of the second year class complained that one hour period used for Literature is woefully inadequate because of this they have neither treated Prose nor drama though the Semester has far advanced.

(ii) The second year students also complained that recommended Textbooks are not on the market. They suggested that photocopies of Edufa and No Sweetness here should be made available for students to buy

(iii) The third complaint is focused on Examination times The student complained that times fixed for examinations most of the time were inconvenient because at those times lots of students have Term Essays, assignments and sporting activities to engage their time.

(iv) The next complaint was about students relationship with Mr. G. Students claimed that relationship in his class is not cordial and this gives a lot of uneasy feeling within the class. They suggested that the gap between them should be filled to enhance some cohesion in the class.

Reacting to these complaints, Mr. G. the head of Department expressed surprise at the books not being on the shelves at the bookshop, he explained that books are recommended based on their availability at the Bookshop. He advised that students should come for a chit from the department when they are about to buy books because this is one of the ways to ensure that books are not sold to others. He further explained that if books are to be photocopied, then preference will be given to short plays which can be put on stencil but to photocopy novels will be a big problem.

On examinations, the Head of Department explained that the Semester system is quite a strict programme which does not allow interference. He made the point that after the semester has reached its middle then students must be ready for examinations.

On relationship in the class, Mr. G. said that the S.U.E class is not a serious one, and it is not part of him to go smiling to lazy students. He further said that majority of the students in the S.U.E class are selfish and do not want to share what information they have

gathered with their friends. These students often come to class only prepared to seek information without giving any. Mr. G. dilated extensively on this making the final point that students as group determined to learn and share will be liked by him.

Mr. O-A coming in at this point explained that smiling at students or not does not really matter. He was of the view that half the time students do not have self confidence when in class and so are often put on edge. He remarked that lecturers are not to love or to hate.

On the inadequate nature of lecture periods, the S.U.E students were assured that this will be considered but the department has always been sensitive to loading. This has been a big problem for the department but now that students want it, it shall be considered.

Part 1 reports

(i) Students of this year group complained about the untidy nature of lecture room number B.15, they claimed that it does not befit a university. They also pointed out the place is rather enclosed and so most of the time the place is rather hot, they believed the problem of heat in B.15 could be solved with the provision of Fans to aid ventilation.

(ii) The next complaint was that major students should have a maximum of 15 credit point this semester but there are some clashes on the time table which will consequently make students lose 3 out of the 15 credit points.

Students also complained about irregularities in results, an instance was given where a student made a 65% but was glossed 55% in the computer room

(iii) Students asked to prompt return term essays because these essays help to guide students at the end of the semester examinations

(iv) Part 1 students asked for activities which will help with Lecturer-student relationship thereby making the Department a joy to be in.

Reacting to the above problems the head of Department said he was also shocked when he first saw the state of Room B.15 but he has seen it so often that he has accepted them. He further stated that the Department has received promises that furniture will be provided when the Department moves into the new Faculty buildings.

It was agreed that B.15 is rather hot and the head of Department promised to have something done about it to make it "humane" He attributed the limited quantity of furniture at the place to students who pick them into their rooms.

On examinations and credit points, the Head of Department said the Education Faculty has to answer for the loss of some credit points. He stressed that it would

be ideal if students of English know the varieties of world literature but the courses had to be reduced.

On release of results, the head of Department stated that Departments do not release results, it is the Academic Registrar who does that on behalf of the Senate. He advised that if results have irregularities connected with it, be it to the advantage or disadvantage of students, a complaint must be lodged. He noted that, tampering with results is a serious crime.

On Term Essays, it was explained that Lecturers do their best to mark them on time, but the human factor sets in sometimes. He stated that in future term Essays will be given out on time but if they are not, students should bear with Lecturers.

As to the interaction between Lecturers and students, the Head of Department said the Consultative Council is a beginning. He noted that, Seminars and workshops to involve students are most welcome but they would be organised so as to make it convenient for everybody.

At this juncture, a member asked that list of books to be used in a coming year should be made known before students go down on long vacation as opposed to the earlier system when students come to school in the first term/semester before books that are recommended are known. This was well taken, but a further explanation was given to the effect that the department relies on the stock available at the Bookshop. It was explained that loss of Books on the shelves was due to the Price system. When people discover that books are cheaper than what they have known or seen, they tend to buy the books faster. It was also noted that the Bookshop is a profit-making unit and so may hold books in stock for a long time waiting for students from the department to buy. Another factor to be the disappearance of Books on the shelves was attributed to International Economics. Students were also asked to sell their own books which they feel they do not need to the Bookshop at a rebate to enable Books to be in the system all the time.

4th year Reports

(a) Submitting fourth year class reports, the class representative raised the issue affecting Mr. Clement W. saying that other Faculties have invented a way to absorb those who had problems with their Part 1 examinations.

(b) The other issue raised is the opening of the door with the metal bar which opens into the alley where Room B.15 can be located. Students asked that the door be opened early so as to enable students get settled especially for 7.30 lectures.

(c) The next complaint was about the marking and return of Term Essays.

On Clement the W. affair, it was explained that he failed a total of 3 papers. An advice was also given to the effect that if he has evidence that some other people with the same problem have been promoted then he could complain to the Dean of the Faculty of Arts.

Another member, pointed out that faculties are quite autonomous and have different modes of operation so it will therefore be unjustifiable to have them all operating in the same way when factors and peculiarities of each are considered.

On the opening of the alley near B.15 it was announced that Mr Amekye will now keep the keys of the door and the door will be open on time so as not to eat into lecture times.

On term essays, the topic has already been discussed when the part One students raised it. This was therefore shelved.

A.O.B

The issue of Departmental seminars came up at this point and it was announced that though this has come to some halt it will be done on regular basis

Mr. G. thanked everybody for coming. He noted that it is through sharing of ideas that everybody becomes knowledgeable. He again noted that it is through sharing that doubt the next person can be erased.

CLOSING

Mr G., the Chairman again thanked everybody for coming and called for the meeting to come to a close. The meeting ended at 6.35 pm.

<TEXT WMM 43>

[Handwritten]

EMERGENCY HALL MEETING WITH THE HALL WARDEN

An emergency hall meeting with the Hall Warden was held on Tuesday 16 February 1988 at the JCR at 7.26 pm.

The Hall Warden apologised that he could not stay long with the house as he was at the same time attending a meeting with the Committee of Hall Wardens on the same issue - Doudu affair.

The Hall Warden explained how a transfer from one hall to another could be effected. He explained the rationale of this procedure as one which would prevent a possible creation of overpopulation in one Hall and an empty hall in another. The Hall Warden informed the house that Doudu

was advised to follow the normal procedure but this fell on deaf ears. Doudu was written to and he never replied to the letter and when asked by the Hall Warden whether he would not reply to the letter, he said the letter did not need a reply. On the 25th January, Doudu wrote to the Deputy Registrar asking for a transfer to Atlantic Hall. The letter was received by the Hall Warden on the 2 February 1988. The Hall Warden however, appealed to the house that despite this irregularity, they should allow the open-Championship to take place scheduled for 17 February 1988, which according to him, was going to be disrupted by Casfordians.

Dr. Yankson, Chairman of the University Sport and Recreation Committee was present at the meeting and he made the following observation. He remarked that Casfordians would go all out to defend their truth when they have the facts. He said that when the confusion was created on the field during the inter-hall athletics, many did not understand but he took it upon himself to go from house to house of Hall Wardens and Pro. Chancellor and give them the facts to save the games but time constraint severed his efforts. He also said that all Doudu's files, showed that he is a member of Atlantic Hall but the Pro-Vice Chancellor and the Registrar confirmed that Doudu is a Casfordian. He appealed that, there [sic] need for the 'Open-Championship competition which would involve no cost. He therefore advised that since this is on individual basis, we should not disrupt the games because we would have no justification this time for our act.

The Hall Warden also advised that we should not make Doudu a hero and that the Doudu's case transcended a sports matter. It is one of taking the law into one's own hands. The Hall President in his contribution remarked the politics being played at the administration and therefore suggested that the games should be postponed until the problem was solved.

Dr. Yankson in reaction said there was no politics about this matter but that certain things needed to be done before the GUSA Games. He mentioned, canvass shoes needed to be bought they need to know the exact number of people going so as to, prepare the budget.

It was explained to Dr. Yankson that the University is only interested in constituent parts and does nothing to solve problems such as ours. Mr Doudu as the case stands, has no hall meaning he does not belong to the University community and therefore should not be allowed to compete. The house observed that, Doudu's action should not be allowed to serve as a precedent. Dr. Yankson said, he

was appealing to the house not to disrupt the games if it felt there was still the need it should go on.

The following 5 suggestions were made

- (1) Members of the JCR shd all be present before the games start.
- (2) A letter be written to the Sports Committee explaining our stand.

The meeting closed at 8.54 pm.

Please refer to item (5) of J.C.R.C meetings where the minutes of the first JCR meeting of new executives 1989/90 Academic year was written. apologies for the fault.

<TEXT WMM 44>
[Handwritten minutes]

MINUTES OF THE MEETING OF CASELY-HAYFORD HALL JUNIOR COMMON ROOM HELD ON 27TH JUNE 1989 AT THE J.C.R. AT 8.19 PM.

PRESENT

Attached is the name of 103 members of the J.C.R. who attended the meeting.

OPENING

The President called the house to order at 8.19 pm. He thanked the house for voting the J.C.R.C. into office and also thanked the old J.C.R.C. who helped in the change over of executives. He proceeded to read the Agenda which was:

1. Outline of Plans for the 1989/90 Academic Year
2. A speaker for the Adehye Hall Symposium scheduled to take place on the 6th July 1989.
3. A.O.B.

(1) The President subsequently proceeded to the forst item on the Agenda which was the reading out of the Plans for the Academic year. When aksed for comments the house noted that the issue of the Colour Television for the J.C.R. is conspicuously missing. The President pledged that the J.C.R. will pursue the issue.

The old president Mr. George O. cleared the air on the T.V. issue saying that the Hall Warden and the Council are attaching a string of 60,000 cedis to the purchasing of the T.V. he charged the J.C.R.C. to argue out that the borrowed 60,000 for the Unicassar games and the colour T.V. are two separate issues and they have no links at all. It was also noted that in the appointment of sub-committee members Part One students were glaringly absent. This was seen as an underestimation of the abilities of Part one students. Here the president said that the committee will do a lot of work and so part one students could be co-opted to help.

Still on the colour T.V. issue, it was explained that the delay caused by the said 60,000 cedis was brought out by J.C.R. members themselves who do not pay their levies even though they promised to do so. They were charged to live up to their promises in future.

The house at this juncture asked the President to tackle the first item on the agenda piece by piece to enhance effective contribution. This was done.

(A) Disco Khan and J.C.R Rehabilitation Committee. Members were made aware that a committee has been formed under the aegis of the entertainment chairman to see to the rehabilitation these entertainment sports in the Hall, bringing out figures that will heap in their rehabilitation. The house had no comments because the committee has not brought out a report.

(B) Welfare

(a) As to monthly clean up in the hall, the house noted that labourers are paid to do this job and so the house can undertake this venture when they deem it fit.

(b) The idea of the formation of "micro floor reps" to see to the neatness of the small sections of the hall was accepted.

(c) As to the Publicising Cleaniness in the hall, the house agreed that this was necessary to further remind members of their rights and obligations.

(d) The issue of the chalkboards being used for adverts in chalk only was also accepted. Here the house was reminded that pasting notices on the walls and writing on the floors are still offences which attract fines.

(C) LIBRARY

(a) The house did not accept the idea of photocopying old Exam papers it rather advised that various heads of departments should be contacted to make these available to students.

(b)/(c) the ideas of getting twones to bind newspapers and also to photocopy Educational materials were both accepted.

(d)/(e)/(f) All other proposals of the Library Committee like getting more chairs in the Library, negotiating for books which the main library has lots of copies, and the possibility of opening the Library for 24 hours were all accepted.

(D) CANTEEN

Proposals of the Canteen Committee which are the putting up of a "bush Canteen", getting stationery with the Hall's inscriptions and the operation of a Bubra machine in the canteen were all accepted though some of these proposals had heated debates.

NUTRITION

The proposals here were to (a) make sure that food sold in the hall are under hygienic conditions (b) stop Hawkers from disturbing members and imposing a fine on

them if they fail to comply with orders, (c) organising the Unicassar and Hall dinners. All these received no comments and therefore were endorsed by the J.C.R.

(F) SPORTS

On the Sports Programme all proposals were accepted but the house asked that boots for the playing of games should also be given prior concern.

(G) ENTERTAINMENT The proposals of the committee which are the showing of films, gospel Rock Shows, Dramas, Having an F.M transmitter and operating a disco once a while were all welcomed. The house rather asked that a Drama Troupe should be formed in the hall to exploit local resources instead of bringing outside Troupes who tend to be expensive.

The idea of reviving the Hall magazine Telstar was received wholeheartedly since it will be both for entertainment and for corrective purposes.

The J.C.R.C also made the house aware of the fact that the Hall shall be 25 years old next academic year and so there is the need to set up a silver jubilee committee to look into how such a celebration can be brought into reality. This idea was wholly embraced.

The last item on the Plans for the academic year was relationship with other halls, the President noted that relationship with Adehye Hall is far above average and so the other halls can be made to come closer through symposia, seminars and Quiz competitions.

(2) The house then tackled the second item on the Agenda which is the provision of a speaker to talk at a symposium which forms part of Adehye Hall week. The J.C.R.C. was advised by the house to put up notices inviting those interested in such activities to come up, subsequently all interested persons were invited to give their names to the J.C.R. Secretary. The J.C.R.C. was mandated to select persons if too many people apply. If nobody applies the J.C.R.C was again mandated to choose any member to do this job.

(3) The house upon closure of the above subject proceeded to Any other Business.

The house asked for the spraying of the surroundings to prevent mosquitoes, ants and other related creatures, the Welfare chairman assured the house that such a measure has been taken up by the offices of the Head Porter. At this point Mr. Boateng asked a series of questions which are

(i) How many times the woman operating the canteen has paid her rent?

(ii) Where was the donation by Casford to the bereaved family of the late MacBenin?

(iii) What was the total amount spent and received by the J.C.R.C when Calvary Road singers participated during our Hall week celebration?

(iv) Whether the accounts presented by the former Treasurer was audited?

The answers to these questions were

(i) That the Canteen has received rent on three occasions at 3,000 cedis. Twice collected by the former Treasurer and once by the present J.C.R.C Treasurer.

(ii) That the donation was given to the S.R.C which will forward it to the bereaved family but because of some hitches at the S.R.C the said donation has not been sent. The JCRC promised to take it up and report to the house via the notice boards.

(iii) It was explained that Calvary Road Singers don't charge for performances but the JCR had an unforeseen duty of bearing their Transportation, feeding, and allowing their friends to enter the auditorium on the days that they performed and were guests of the Hall. All these are quite apart from the payment to Calvary Road Singewrs what is termed "Wear and Tear"

(iv) The house was made aware that the accounts of the Former Treasurer were audited by a Mr. Krampah of F4 Casford.

After all these exhaustive deliberations Mr. Jimmy O-A moved that the meeting comes to a close, he was supported by Mr. Luke N. The meeting closed a 11.05 pm.

THE RESOLUTION

As a form the resolution is recognised as a distinct language event. First of all the context in which resolutions are passed and written is unique. In Ghanaian universities resolutions are almost always passed at forums in protest against some administrative or government policy. They are formally read out in the presence of some high official (e.g. the Vice-Chancellor, the Head of State, a member of the Government and so on) who is then served with a copy. This is usually done publicly to attract as much attention as possible.

In an informal discussion with an executive of member of the Cape Coast University SRC, the researcher was informed that resolutions passed at that level are usually addressed to the Government. In contrast to this, less important bodies are addressed in the form of letters.

The above-mentioned distinction has obvious implications for studies in formality in that the context of the resolution is one of participants of unequal power, i.e. students vis a vis the Head of State, to take the most extreme case.

All the resolutions below were collected during the fieldwork from January to March though all but one was passed earlier.

<TEXT WSR 45>

Block F Middle,
Oguaa Hall,
U.C.C.
19th February, 1990.

The Hall Warden,
Oguaa Hall,
U.C.C.

Dear Sir,

RESOLUTION ADOPTED BY MEMBERS OF BLOCK
F MIDDLE ON THE PROTRACTED ELECTRICAL
POWER PROBLEM ON THE FLOOR ON THIS DAY,
SUNDAY, 18TH FEBRUARY, 1990

We, the members of Block F middle floor, note with grave concern the persistent power cuts or 'black-outs' which have, over the past couple of weeks, characterised life on this floor.

This concern is heightened by the fact that the members of the floor have already lost hours of precious reading time - time which can NEVER be recovered - as a result of the power problem confronting them. This, it should be noted, is at a time when the almighty End- of- Semester Examinations are threateningly descending upon us.

May it be recorded here that many reports have been made to the Hall Executives on this seemingly perennial power problem, but no decisive moves have yet been made at rectifying the situation permanently.

We have been tempted to use the word perennial because members of the same floor (Block F Middle) had to contend with a similar problem for an appreciable period of time during last semester. In point of fact, members of this floor are aware that the electrical power supply systems of the two floors of Block F Middle and the Down have been joined (as a result of cable connection problem/ damage the Block F- Down supply system suffered) since early last year. There is no doubt, therefore, that, this joint connection could be a real and practical source of this incessant power problem.

To ensure the restoration of (academic) life to normalcy on this floor, members of the floor, having exhaustively deliberated on this matter do resolve and be it unshakeably resolve that:

1. The incessant or continual light problem be solved once and for all by engaging competent electricians to attend to the problem;

2. The Block F middle power supply, system be disengaged or separated from that of block F-Down
3. All the worn out electrical wires, fittings and systems be replaced as some of them constitute a death trap;
4. All the trial and error methods which have, so far, been employed in the attempt at rectifying the situation be stopped forthwith;
5. Failure to respond positively to these demands within twenty-four hours may call for such revolutionary action as might not preserve the congenial atmosphere needed for a peaceful academic life in the hall.

Signed:

1. (Kwadwo O.) ***
Floor representative
2. (Agyin E.) ***
1st Year Representative
3. (N.S. A.) ****
2nd Year Representative
4. (Jonathan A.) ****
3rd Year Representative

<TEXT WSR 46>

[Typed on SRC letter head]

President: Naab F. C.
Secretary Rose Mary A. (Ag)
Treasurer: Kwame A. (Ag)

THE MANAGING DIRECTOR
SOCIAL SECURITY & NATIONAL INSURANCE TRUST
HEADQUARTERS
ACCRA

RESOLUTION ADOPTED BY THE STUDENTS OF U.C.C. ON THE
CURRENT MODE OF DISTRIBUTION OF FUNDS UNDER THE
STUDENTS LOAN SCHEME TO UNIVERSITY OF CAPE COAST

We the students of the University of Cape Coast, upon receipt of the notification as to the mode of payment of monies to students of this Institution from the Social Security and National Insurance Trust (hereafter referred to as SSNIT), having met at our various J.C.R.'s to consciously apply ourselves to a critical examination of both the overt and covert meanings therein implicit,

Realising thereof that all students severally entered into a definite contract with SSNIT for the

payment of 60,000.00 cedis by SSNIT to each student per year;

Noting conscientiously that this contract did not make any provision for the introduction for a third party for the disbursement of the money contracted;

Shocked at the most bizarre and unilateral introduction by SSNIT of the doubtful Scholarship Secretariate into the contract;

Consciously aware that SSNIT will be positively collaborating with the Government and its questionable Scholarship Secretariat to execute a bankrupt programme aimed at bonding students of this Institution to the G.E.S. by merely rechanneling a part of what we have legally contracted through the Scholarship Secretariat thereby given her the opportunity to bond students of this Institution and confirm earlier press publication to the effect that she is merely acting as a paying agent in a contract between the Government and students and

Reaffirming that if such a notion is intended, the documents establishing this contract do not cater for such intention and that mere intentions do not constitute sworn statements with legal roots;

Hit out of consciousness by the obvious, cheap nauseating and blatant, lies being circulated by SSNIT in the press to the effect that she has credited the accounts of students of this Institution with 40,000.00 cedis whereas the true picture is the converse;

Disgusted at the inexcusable deals that characterise the payment of funds to students;

Hereby resolve, and be it unequivocally resolved that:

1. Students reject "intoto" the unilateral introduction of a third party into the contract by SSNIT.
2. SSNIT considers as matter of obligation the full payment of the sum of 60,000.00 to the students of UCC as contracted
3. SSNIT expedites action on the payment of the first instalment of the loan to the larger majority of students still left; as all efforts to restrain hungry students are fast corroding.
4. In the event of SSNIT failing to adequately, urgently exhaustively and satisfactorily address herself to the legitimate issues herein raised and executes her of the contract, students shall treat the contract, as discharged among other ways of advising themselves.

Signed this day the 22nd of January 1990.

[followed by 11 signatories representing SRC executive and all hall presidents and secretaries; copies to PNDC Sec. Higher Education, Vice-Chancellor, Pro-Vice-Chancellor, Registrar, Regional SSNIT Manager, Cape Coast, District SSNIT Manager, Cape coast, NUGS]

<TEXT WSR 47>

[Typed on SRC letter head]

29th August, 1989

The Deputy Secretary-In-Charge of Higher
Education
Ministry of Education
ACCRA

Thro' The Vice-Chancellor
University of Cape Coast
Cape Coast

RESOLUTION PASSED BY STUDENTS OF THE UNIVERSITY OF CAPE
COAST ON THE PRIVITIZATION AND COMMERCIALIZATION OF
TERTIARY INSTITUTIONS AND FACILITIES THEREIN BY THE PNDC
GOVERNMENT

We, the students of UCC, having duly, objectively and exhaustively deliberated on all important issues with regard to the above policy wish to note that;

1. a critical analysis of the University Rationalisation Committee recommendations which include the commercialization of halls of residence, cafeteria and other facilities, juxtaposed against the current national socio-economic conditions, indicates that the hostel system would be too harsh on students, cumbersome and contradictory to the national policy that education is a right and not a privilege,

ii. We consequently observe that commercialization and privatization of tertiary educational infrastructure and other facilities would be counter productive leading to a drastic fall in academic activity as a result of students compulsion to arrange off campus accommodation and its attendant cultivation of callous attitudes towards campus activities,

iii. We note with apprehension the fact that, at current rates of income, our already over-burdened parents and guardians will as a matter of natural sequence, be unable to afford extra expenses likely to arise,

iv. We are fully convinced that the implementation of this educational package bears the covertly calculated potential of breaking the student and the consequent extinction of a sense of identity normally characteristic of student relationship,

v. We have become firmly convinced that by all indications alternative possibilities involving all parties have not been fully discussed,

vi. Unreservedly convinced that the programme forms an integral part of IMF structural adjustment package which is based on a foreign model currently proved to be highly unsuitable for the development of Ghana under existing socio-economic conditions,

We do hereby resolve and be it unequivocally and unambiguously resolved that:-

i. Exhaustive discussions involving all parties affected be immediately re-commenced, failing which important issues are likely to be overlooked or ignored,

ii. The policies as they stand now are unacceptable being more a unilateral decision than a national consensus. For this reason attempts to force them down our throats are likely to lead to serious difficulties in terms of smooth implementation,

iv. All attempts at implementation should be indefinitely suspended in the national interest, until alternative suggestions are adequately examined.

[signed by all SRC officers with copies to Sec of Education, PNDC, The Vice-Chancellor, Pro-Vice-Chancellor, etc]

<TEXT WSR 48>

29th August, 1989

The Deputy Sec. In Charge of
Higher Education
Ministry of Education
ACCRA

Thro' the Vice Chancellor
University of Cape Coast
Cape Coast

RESOLUTION TO THE DEPUTY SECRETARY RESPONSIBLE FOR HIGHER
EDUCATION BY STUDENTS OF THE UNIVERSITY OF CAPE COAST ON
THE 29TH AUGUST 1989

We, the students of the University of Cape Coast, having met at our various Junior Common Rooms and having soberly and exhaustively deliberated upon the government's desire to unjustifiably and unreasonably bond graduates of this University to a five year service with the Ghana Education service,

Taking cognisance of the fact that we are not being trained exclusively for the classroom since education is only a supplementary course being pursued here,

Noting that the five year bond with the Ghana Education Service where there will be no job satisfaction

for them will make the future of our children's education bleak,

Further noting that the five year bond with the Ghana Education Service was not a precondition for admission into U.C.C.

Realising with grave concern that Bonding all UCC graduates to the Ghana Education alone will stifle the potential of such graduates,

Firmly Convinced that the National Service policy has not been productively utilised and that its proper utilisation can cater for all expenditures made on the graduates behalf by the government,

Observing that conditions in the teaching field are so deplorable that students are not prepared to enter it,

Realising again that new clauses have been inserted in the new bonding forms without discussions with the relevant parties involved,

Do hereby resolve and be it resolved that:-

1. Government desists from any attempt to coerce UCC graduates into being bonded to the G.E.S.
2. The 2-year National Service Scheme be productively utilised to cater for the needed personnel in the G.E.S.
3. All the letter purporting to unjustifiably bond U.C.C. graduates be immediately withdrawn from circulation.
4. A public statement be made correcting the false impression that UCC graduates are trained exclusively for the classroom.
5. Those UCC graduates who were refused jobs in the public service, be immediately reconsidered and rendered the necessary apologies commensurate with the injuries done them.
6. The government makes the classroom and the Ghana Education Service lucrative enough to attract the needed personnel.
7. That should this resolution fail to attract the needed attention by the 31st August 1989, students would be compelled to advise themselves.

[signed all SRC executive with copies to PNDC Sec of Education, the Vice-Chancellor, etc]

<TEXT WSR 49>
[Typed on SRC letter head]

August 29, 1989

The Vice-Chancellor
University of Cape Coast
Cape Coast.

RESOLUTION ADOPTED BY STUDENTS OF THE UNIVERSITY OF CAPE
COAST ON THE 29TH OF AUGUST 1989

We the students of Cape Coast having met at our various
Junior Common Rooms and having soberly and exhaustively
deliberated upon the governments desire to unjustifiably
and unreasonably bond graduates of this university to a
five year service with the Ghana Education Service,

Noting with extreme concern the fact that adequate
discussions involving all parties concerned have not
taken place,

Taking cognisance of the fact that the university
authorities have initiated procedures^ coerce students
into compliance with this unacceptable directive,

Convinced that the government itself cannot overtly
coerce students into signing the bond forms and has
therefore cunningly vested in the university
administration that responsibility,

Strongly suspecting that the university
administration would use the completion of bond forms as
a necessary precondition for the writing of end of year
examinations,

Convinced that the university administration has
failed in its duty of defending the academic adequate and
thereby encouraging the unhealthy growth of the
derogatory connotation attached to the image of UCC as
well as the impression that UCC graduates read no course
apart from education,

Realising that the administration has maintained a
communication gap with reference to the commercialization
and privatization of certain infrastructure and
facilities on campus,

Do hereby resolve and be it irrevocably, immutably
and unequivocally resolved that:-
a/ The administration should exhaustively discuss the
relevant

issues with the accredited student representatives before any attempt is made to implement policies that were decided without student representation,

b/ The administration should consult government and without fear of intimidation, point out to government the implications of its actions,

c/ Students believe in peaceful co-existence and would not encourage the administration to take any devious steps that would hamper the peaceful student-worker existence on campus,

d/ The administration should withdraw all letters in circulation asking students to sign bond forms,

e/ The administration should not attempt to debar students from writing their end of year examinations on the grounds that they have not signed the said forms,

f/ The administration should correct the derogatory connotation attached to the image of UCC in terms of it being a teacher training university.

g/ The university administration should inform students of any future attempts and plans of privatising and commercialising tertiary educational structures in so far as they affect this university

h/ Students will unswervingly and unflinchingly resist any attempt by the university authorities to act contrary to the items outlined in our resolution,

i/ Action and/ or reaction to this resolution be effected by the close of business on Thursday 31st August 1989, since

failure to do so will not be conducive towards fostering the peaceful and calm atmosphere necessary for good academic work.

[signed all the executive members of the UCC SRC with copies to Pro-VC, Dean of students, etc]

<TEXT WSR 50>

[type written, resolution addressed to (eventually) the university authorities]

RESOLUTION OF STUDENTS OF CASELY-HAYFORD HALL ON THE BOYCOTT OF EXAMINATIONS

We the students of Casely-Hayford Hall, after having exhaustively deliberated on the above subject,

NOTING with concern Senate's devliberate silence on the resolution sent to it by the general student body on the University of Cape Coast to boycott examinations,

AWARE of the fact that Senate would insist that examinations go on as planned in order to see the academic year through,

REALISING with concern that Senate deals with minor bodies outside outside the sole mouthpieces of students (SRC) and by so doing is breeding tension and confrontation amongst students,

SURPRISED at the manner in which Senate overemphasizes the Academic aspect of the University as opposed to other aspects like the general welfare of students which is also equally important,

CONVINCED that Senate is being pressurized by the government to all costs, complete the academic year as scheduled,

DO HEREBY RESOLVE AND BE IT RESOLVED THAT:

1. NO attempt should be made on the part of Senate to conduct examainations if the Government hasn't come out with FINAL word on the issue of our dismissed leaders.
2. We would Prevent all examinations from taking place if our dismissed leaders are still not readmitted.
3. We would make the Unversity UNGOVERNABLE if Senate insists that examinations should go as planned.
4. Students should not in future take kindly to Administration ignoring the SRC as the sole mouth-piece of students on campus and accepting various Sprinter groups that have recently emerged.

DATED THIS 7TH DAY OF JUNE, 1987.
[SIGNED PRESIDENT AND SECRETARY]

NOTICE-BOARD ARTICLES

Notice-board articles range from short announcements to rather long essays addressing issues affecting a hall of residence of the entire university. Both types are represented by the samples here.

Asteriks introduce brief comments about the preceding texts.

<TEXT WNA 51>

HALLERS TO NOTE

Stealing of towels in the hall has become rampant these days. Hallers are therefore advised to be vigilant and help to identify the culprit.

Meanwhile, the said culprit is cautioned to refrain from this ignoble act, since we will not temper justice with mercy when he is caught.

Thank you
sign./ full name
Position- Welfare Chairman.

* The writer is addressing all the inmates of the hall ('haller') in his capacity as an official.

<TEXT WNA 52>

ATTENTION

I AM ONCE AGAIN APPEALING TO THE ONE WHO TOOK MY ELECTRIC PRESSING IRON (JACKPOT BRAND) FROM THE ASSEMBLY HALL TO RETURN IT TO ME AT 52 CASFORD OR TO THE PORTERS AT CASFORD IN HIS/HER OWN INTEREST BEFORE I MOVE TO MY HOME TOWN - ANTOA

7/2/90

*Announcement on student notice boards. There is no indication that the author is an official of the university. He is therefore writing in his individual right but the message is directed to the entire university community especially the student population.

As is usual in Ghanaian universities the notice has many comments on the text from other students as shown below. They are written against specific words and expressions which are worth commenting upon from the

point of view of those who have written them or below the text in the case of general remarks. Whether specific or general the comments are based on the veiled threat carried by the name 'Antoa' the home of a powerful and unforgiving deity.

Why
Here inobi so oo!!!!
not UNTOA
Go to Larteh, Otrokpeh
You can go to Krachi Denteh
You can see me. I will take you to Okomfo Damua
Nana Kloweki will help you!!

<TEXT WNA 53>

ATTENTION

IF YOU WERE THE ONE WHO MISTAKENLY WENT FOR MY NATIVE SANDALS (AHEMBA) AND LEFT YOURS WITH THE GIRL IN THE KIOSK NEXT TO THE POND ON MATRICULATION DAY, WOULD YOU BE KIND ENOUGH TO RETURN IT FOR YOURS AND GET A VERY HANDSOME REWARD?

THANK YOU.

* There was only one comment on this notice:

Use the reward to buy a new one written against handsome.

The author of the notice, who appears to be a first-year student (Cf ref to matriculation day) is addressing it to the entire university students.

<TEXT WNA 54>

Could the one who comes across a white Slide with Two Roses on it be kind enough to send it to Oguaa Hall room 273 (F. Top) ?

sign.
12-2-90

*This is yet another message addressed to the whole student body by an individual writing in her right as an individual. Inmates of F. Top are usually first- and second-year female students.

There are four comments on the text including one comment-on-a-comment, which is a common phenomenon.

? No
See Kofi Jessus
Spelling?
at 212 Oguaa Hall.

<TEXT WNA 55>

Attention Please!!

A wrist watch (lady-type) got lost on the Matriculation day. It is believed to have been left inside the bus when getting down at the pond side. Would the finder please return it to 363, OGUAA HALL.

NOTE: 'SEIKO' it works by the use of a battery -
thank you .

Comments:

How can you tell! (against 'lady')
For what good reason? (comment directed against
'finder')
SO WHAT (directed against the note above)
Careless!

<TEXT WNA 56>

11/2/90

Somebody left his pair of trousers in my bag after the matriculation ceremony. The owner should see me for identification and collection.

R. 369
Oguaa

Comments:

You are lucky to have it. Thank your God.
It is a dash take it
Send it to Obronwawu line (i.e. the market for imported used clothing).

<TEXT WNA 57>

THE CASTRO SERIES

Fellow Students, I seize this golden opportunity to welcome you all back to a system of woes and sorrows. I welcome especially the freshers, with particular

reference to our "December Rush". Also I wish you all a Happy New Year and a happy stay.

Before I hit the nail right on the head, let me congratulate the University authorities and the SRC for their effort to acquire two brand new buses for this institution. The second congratulation goes to the entire student body. Had it not been the continuous "alluta" that we had on this very issue, I do not think the buses would be in at this very time. What makes me happy is that, some of us will also enjoy the fruits of our labour. Again I say Bravo! May the year 1990 continue to bring us tidings of great joy. Amen!

The reopening of the university this academic year seems to be very awkward. Before we left for our homes last year, we thought we shall begin this academic year on the 23rd of November, 1989. Suddenly, the date had been postponed and that the reopening date was to be announced later. In fact, some of us thought we would come back in January, 1990 with serious academic work. All we could realised was to come back on the 17th of December, 1989, a date that seriously threatened the Christmas holidays. The implication was that students were to come to residence and go back home to spend this occasion, which comes once in a year with their relatives and loved ones. As Ivy Edna Ogholi says "There is no place like home, home sweet home". With this saying at the back of our mind we had to leave the campus after spending about ten (10) or twelve (12) days. My main concern was acquisition of transport and transport fares to and from campus. Imagine the amount of money and time which one had to spend. The university authorities were simply not sympathetic. They did not even tell us officially to break for these holidays. All I saw was that students left campus when this occasion was fast approaching. Those of us who did not have the means, stayed on the campus to enjoy the occasion with the Apewosika youth. Anyway, it was not a bad occasion but I will be very glad if the SRC can talk this issue over with the university authorities so that the sad case is not repeated. After all, we are not slaves or prisoners hence have got homes. To make matters worse, some lecturers called for lectures on the 27th, 28th and 29th of December, 1989 which some students had missed. No wonder people say we are in a university of Constant Confusion (UCC) but we should not allow this name to continue to live.

My second problem is on the lighting system on campus when I look round the campus I ask myself if this is a university. When one is going to the university of Ghana one can see street lights before reaching the school's main gate and you know that you are approaching an important place. On the campus itself there are lights on the streets and at every corner. before you

reach the gates of the university of Cape Coast, there are no street lights not even at the gates. Absolute darkness pervades the campus streets themselves. In fact, this is very serious. Even St Augustines college, a secondary school has street lights on the campus. Students can therefore move freely without fear at any time. Of late there are series of murder cases in and around Cape Coast and all are done under the cover of darkness. Are our lives in safe hands if a whole university which is more or less a town does not have street lights? Are the lives of the security gaurds in safe hands? The authorities should not sit down to wait patiently for a disaster before they start doing something. There is a saying that " Prevention is bettet than cure". Let's all join hands to prevent any disaster than to cure it.

I shall very grateful if the SRC can take this matter up with the authorities and give us instant reply. Fellow students, let's wake up and stand for our right and make University of Cape Coast the first in the country for "nobody uses his/her left hand to point to his/her home town. Long live UCC. Thanks.

Kofi A-M Jnr
216 Atlantic Hall

<TEXT WNA 58>
The Art of Expression

It is an undisputable fact that language is the most effective medium of communication. Most importantly, language is the only tool of the SECRETARY. Therefore, a secretay must have a total control over the language. It is in respect of this that a very good secretary must know 'a bit' of English.

ATO, an English student, is the choice for you. He has served on the Joint Consultative Board of the English Department for two years now. In fact, he is English itself. As for wisdom, it is embodied in language.

ATO C. FOR SECRETARY

Comments:

You are stupid
Vague against know
YOU ARE NOT NORMAL (Across the poster)

<TEXT WNA 59>

[WHO IS A LEADER?]

A leader is somebody who has the good of his people at heart, who believes in the theory of

'Self above Self'

and is most dedicated to this theory.

Choose your leader wisely

Vote Ato C. as the Hall Secretary.

Dedication is the watchword ... Dedication!

* Title supplied by researcher.

Comment:

YOU CAN'T BE HALL SECRETARY! A JOKER

<TEXT WNA 79>

PETITION PLEASE. POINT OF ORDER

So in the famous meeting of all the animals before 6th prayer could be said for the commencement of the meeting. 'Otwe Agyanka' (Antelope), had recognised the presence of Osebo directly behind him. Osebo wasted no time in pinning 'Otwe Agyanka's' tail to the ground. In the name of order or probably gripped by culture of silence, 'Otwe Agyanka' kept quiet. In fact if there has been anyone caught seriously by culture of silence in the annals of the history of animals, it is 'Otwe Agyanka'. The place was The Great Hall of the Common Citizen and occasion was the general meeting of the animal kingdom.

At such general meetings the Chairman is selected at random and here, everyone is EQUAL. Equal to what? Yes, the standard here is a constant. Let's use the commonest constant K. Adowa is equal to Opuro who is equal to Osebo who is equal to anyone present. Adowa = Opuro = Osebo = K.

Everyone is free to sit anywhere. Even the Chairman has no special chair. Needless to say that Osebo came late and picked his position right behind 'Otwe Agyanka'. In order not to draw attention to what was happening between him and 'Otwe Agyanka', Osebo kept quiet. So you see, wherever culture of silence occurs, one person loses and another gains.

All of a sudden, 'Otwe Agyanka' shouted "Position Please, Point of Order." I bet you he did this involuntarily and Osebo straightened up with twice the

speed with which 'Otwe Agyanka' had shouted for Point of Order. What was the cause of the disorder? As a matter of fact the place was quiet and the Chairman was looking round to see if anyone something to say. This might have deepened the silence that existed between 'Otwe Agyanka' and Osebo. Anyway 'Otwe Agyanka' was given the chance to address the meeting.

"Mr Chairman, today we have discussed many things and all will agree that this meeting has been fruitful. However, I would like to remind member that not all of us here are in good condition. Some are in very good condition, others, yet others not in very good condition and other not in good condition. Some are are in very good condition, others in good condition, yet others not in very good condition and others not in good condition at all. So I will like to say, not that I want my name just to appear in the minutes that in the absence of any other matter, I move that this meeting comes to an end." Before the Chairman had the chance to say anything someone seconded and Osebo 'thirderd'.

So the culture of silence got broken. 'Otwe Agyanka' did not move away immediately but exchanged greetings, jokes etc with other animals and left secretly when Osebo was busy sharing a joke with the millipede.

Know how to break silence or keep it. Saying the wrong thing wittingly or unwittingly amounts to making noise. Is it rue that "Action speaks louder than words"? Is it true that "Silence is the most eloquent means of expressing the inexpressible"?

"Don't you realise that what Zantoda said at forum was not good at all"?

"What is wrong with it"?

"I mean it was not good everybody saw it. Stop being negative."

"I am yet to find something wrong with it and I was surprised at the reaction his contribution received. I am seriously examining the saying that where ignorance is bliss it is foolish to be wise."

"Are you saying we are all ignorant?"

"I am yet to accept that saying. But don't you think if we were to call people to express their opinion on what he said by answering certain questions, most people will now agree that what he said is reasonable"?

"That must be true, but Anyeme, the way he said it"

"Anyway Adebodo, anytime a food says something, analyse it carefully before you react for if he is later proved to be right, you will appear the more foolish. And when the wise says something that you don't understand, think carefully before you react for, if you show your

misunderstanding by wrong reaction, you will later take him to be wiser than he really is."

"Thank you Anyeme".

I was told the other day by a friend that his friend who is currently at UST reading Computer Science told him a tolly. He said, man who had lost a wife was crying bitterly and some of the people gathered reminded him that 'Obarima Nsu' (Man should not cry). The man responded "Aye dwe nso wonka'. 'Wonka', they all agreed. The man cried out Woaa a ye dwe ..o' and tears sped from his eyes dropping to the ground like tropical mid-June downpour of old"

If I don't know how to say it can't I ask questions? You CAN.

QUESTION 1: Can a POP be broken from outside? If yes, why are the women finding it difficult to break the POP of some of the the men whose POP are becoming harder and harder?

QUESTION 2: Why can't the University contact World Vision International to give us about four (4) 'Akoko doudua', one for each Hall so that when water runs out again we will not be compelled to go for pond water.

QUESTION 3: When are the library chair going to be repaired?

QUESTION 4: Why has the Main libray not got even a Reference Section on Science and Mathematics?

QUESTION 5: When is the next ALUTA?

QUESTION 6: Who is a Professor?

Question 7: Who is Osebo?

Ah, but you don't know how to ask questions at all!!!

Well, next time I will sing what I have.

TOUJOURS
PRAH NICHOLAS KWESI
295 OGUAH HALL

Comment: Seen Prof Kofi Yesu

THE ACADEMIC PAPER

Three kinds may be distinguished, the take away paper of the class assignment, the sit-in paper, and the long essay. In Ghanaian universities all academic papers are written in English. Long essays, which are required to be typed, form part of the conditions for the award of the BA degree for major students whereas the other types of writing may or may not be taken into consideration in the assessment of students.

<TEXT WAE 60>
[Take-away essay]

Peter the Great was the son, by a second marriage, of Czar Alexis. On his accession to the throne of Russia he realised that, in comparison to western Europe his country was uncivilised and highly Asiatic. To add insult to injury he found that they were stupidly resistant to change in whatever form. Such resistance and reaction basically from the nobility, and the clergy. To Peter the only way by which he could make Russia great, to make his country rub shoulders with the 'advanced' and civilised world of the west was to incorporate the ideas from these areas. He was so obsessed by the idea of westernisation that he almost copied blindly all that was western.

To start with, we see Peter the Great in his youth being influenced by personalities from the Western European nations, for these "westerners" had their quarters in parts of Moscow. Among such personalities who influenced Peter's life during his youth were Gordon and Lefort who were to become his aides during his wars of aggression and expansion. A careful study of Peter the Great's domestic reforms will reveal that in several ways they were influenced by ideas from the west.

Right from the onset, to get a first hand information about the ideas and mannerisms of the West. Peter with an entourage of about 250, embarked upon the "Great Embassy" between 1697 and 1698 and was called back to Russia due to a revolt back at home. Taking the lead he learned a number of trades and techniques that were to be established back at home. Among such trades were the

building of ships and boats in England. To help him in his domestic reforms he invited many technicians or artisans into Russia.

Peter's domestic reforms manifested itself in several ways, mostly influenced by Western Europe. Among these were the social, economic, military and administrative reforms.

One immediate result of Peter's reforms that he instituted back at home was in the social field. This was just after his return from the "Grand Embassy" to Europe. He thought that the ways of the Russians in terms of clothing and other ideas portrayed backwardness and primitivity. Immediately he ordered that their nobility should be clean shaven. Those who opposed it were penalised. The sort of resistance brought about by the idea of shaving beards made him change his rigid control on this. Those who wished to keep their beards were then asked to pay tax. Other social reforms influenced by Peter included the change of dress from the Russian caftan that of European dress mainly from Germany and Prussia. The habit of smoking and mixing between men and wives of nobles was encouraged as it was in the west.

Having been to Europe he saw the need to educate the Russian population. For the sake of efficiency and effectiveness in administration he instituted a number of schools especially in the towns and more specifically in St Petersburg. Here naval training was given to sons of the nobles. To better the health needs of the country he ordered the establishment of hospitals and a military one was also built in St Petersburg.

One other social reform manifested itself in the creation of a theatre where western dances, costumes and ideas were freely exchanged. Among others there were the establishment of orphanages to cater for abandoned children that was very rife in Russia during his period. Through force and otherwise he changed the Calendar of the Russian Empire to suit that which prevailed in Europe. The year started with the 1st of January instead of 1st of September. Dating in the new calendar from then started with the birth of Christ instead * starting with the beginning of creation.

In the social reform also he instituted a new social ladder and abrogated the old ones. The gentry class came to replace that of the Boyar. This was a complete innovation copied from the west. Power, prestige and wealth came to depend mainly on ability of the individual and long service. This was the institution of the Table of Ranks which was ranked up to 14 to include three parallels of civil, judicial and military. The top 8 ranks conferred nobility on the individual. One [sic] had to start right from the bottom and rise through the ranks. In effect it was something like careers open to talent.

In the administrative field Peter, copied and adopted much from the West. Having realised that he was always to be on the war front he sought to institute some formidable central administration to take care of the state of affairs when he was away. He created the Senate as the overall ruling body in his absence. The colleges system was copied wholly from Sweden for he had seen that even in the absence of Charles XII from his country, the state still remained calm and he therefore saw the wisdom in establishing these into Russia.

The military reforms were not left out. Apart from sending Russians out to train in Western Europe he also invited many into Russia to transform the army. He copied their military uniforms and arms especially the bayonet. Foreigners like Gordon and Lefort led many of his aggressive wars of expansion.

One would however be making a lopsided argument to state that Peter the Great adopted all in all European ideas in his westernisation policy.

<TEXT WAE 61>
[Handwritten sit-in essay]

The Pugachev rebellion which occurred between 1773 and 1774 could be partly said to be reaction to the general deterioration of the conditions of the Russian serfs especially during the second half of the eighteenth century.

The position or the institution of serfdom in Russian society could be said to be one of the basic props of that society. In fact any attempt at undermining this institution was really going to affect the very social structure of that society.

With this background in mind one would realise that events in Russian society especially during the second half of the eighteenth century clearly resulted in the deterioration of the living conditions of Russian serfs, something which was obviously going to lead to a revolt.

Under Anne the state service rendered by the nobility had been reduced to twenty five years. Again the nobility enjoyed rights like the power to exile serfs to Siberia and also the right to sanction the activities of their serfs in all spheres of endeavour especially social and economic. In fact Peter III really went a bit further when in his manifesto of 1762 he relieved the nobility of the compulsory state service. The conditions of the serfs did not improve under Catherine the Great but in fact worsened. By her charter of nobility, the nobility among others were freed from the payment of taxes and freed from capital punishment. In all these circumstances it

should be noted that with the exception of vague assurances given by Catherine as to the need of the nobility to treat their serfs with kindness, no conscious and serious attempt was made to correspondingly improve upon the conditions of the Russians peasantry in general. The resulting imbalance therefore created a lot of tension in eighteenth century Russia.

It is with this background that one should consider the Pugachev rebellion, its successes and failures. The rebellion was led by Emilian Pugachev a Don Cossack and soldier who had fought with military distinction in the imperial army. Unlike other revolts the Pugchev revolt started entirely as a peasant revolt which explains why it went further than the earlier ones.

Basically the revolt aimed at improving the conditions of the conditions of the Russian peasantry. Pugachev promised the serfs land and bread and freedom from the rule of Catherine who was clearly a usurper.

Pugchev again won a lot of following by manipulating the sentiments of the peasantry by proclaiming himself Peter III. Again he won a large following because his appearance happened to have come with a rumour that Peter III was going to improve upon the conditions of the serfs after his manifesto of 1752. Freeing the nobility from compulsory state service and that this attempt had been frustrated by Catherine.

These aims or promises so to say appealed greatly to the serfs who joined the camp with Pugachev. In 1773 he started the revolt from the Orenburg region with the support of Cossacks, Eastern nomads and some Tartar tribesmen. He easily won the serfs of the Urals over and for sometime really threatened to move towards the imperial capital of Moscow.

The rebellion achieved a measure of success because of Catherine the Greats engagement in the confrontation with Turkey. The rebellion really posed a threat to the internal stability of Russia. Again the revolt was successful because Emilian Pugachev was able to really play on the sentiments of the serfs rallying them together under the banner of a revolt aimed at improving upon their social conditions.

However it must be noted that this revolt like many others was crushed and Pugachev was executed in 1775.

The revolt had been shortlived but had really succeeded in driving home the necessity of improving upon the conditions of the serfs. It is however quite surprising that inspite of this message clearly portrayed, Catherine the Great and for that matter her immediate successors did nothing to improve upon the situation of the serfs vis a vis the nobility. The resulting imbalance in the Russian society was to lead to similar revolts in the nineteenth century which was to lead to Alexanders Edict of Emancipation in 1861.

To conclude one can say that the peasant inspired revolt called the Pugachev revolt has as its basic aim the improvement of the conditions of the Russian serfs but this like other revolts did not achieve much.

<TEXT WAE 62>

[Handwritten, sit-in paper]

Field of discourse may be said to be the activity that is going on in the dialogue and it may be determined from the language used in the passage or dialogue. This passage is a monologue in which a raincoat speaks in a jealous manner about the way Mr. Julian has discarded him in order to take a new raincoat. The second paragraph is a flashback to the day Mr. Julian bought the raincoat in Cyprus.

Mode of discourse is the vehicle that has been used to carry the message across to the reader. There are mainly two types; the written medium and the spoken medium, each with its peculiar characteristic. The language of this passage shows that the medium of discourse is the spoken medium. This is evidenced by the following characteristics.

The preferred voice in the spoken medium is the active voice. In line one, we are immediately told "he's a fine, substantial figure of a man ..." In line 18 we have "Wait till he starts showing his true colours;" There are numerous other instances in the passage. Since the use of the active voice is employed here, no distance is created between the writer and the audience. It should also be noted that the passage is predominantly in the present tense. Mr. Julian is seen "lounging" (line 12) and "smirking into the camera" (line 4). The present tense, especially in the narrations as we have it in this passage is a feature of the spoken medium.

Besides, because spoken language is a spontaneous response, the speaker does not have time to think out the learned and polysyllabic vocabulary that will convey the exact message across to the listener. The spoken medium is characterised by simple everyday stock of English words. Apart from such isolated words such as "mackintosh" (line 2), rummaging (line 32), the passage is predominantly of the original stock of English words. Examples of these include man (line 1), hat (line 3), meat (line 6) your (line 11), fool (line 20) and bit (in line 39). Furthermore, the name of the owner of the raincoat comes much later in the first sentence of paragraph one. If it had been a carefully thought out or written passage it would have been something like "Mr. Julian Vicissitude is a fine ..." But we get the impression that the speaker hastens to establish the

identity of the person he want to talk about after he had started talking about him.

Another feature that marks out the spoken variety is the use of coordination and loose accretion which result in simplicity of style. The first 5 lines of the first paragraph describing Mr. Julian is made up of only one sentence. But the pauses that are in speech are marked by about seven commas, reducing the sentence to the pace of speech. It would be seen that this use of commas results in loose accretion in which other aspects of the sentence are loosely hung to the main idea.

The presence of weaker forms of words or contractions in the passage also show that it is of the spoken medium. These contractions include "he's" (line one) you'll (line 6) hasnt line (15) We'll (line 24) wasn't (line 35) and you're in line (38).

Because the spoken medium appeals to the sense of hearing, certain sound devices such as giggles are present in the passage. A good example is "tee-hee" in line 9.

The spoken variety equally employs such colloquial expressions and words such as we find in "forty thousand quid" (line 8) waterproof (line 20) to mean rain coat.

The tenor of discourse is the manner or relationship between the speaker and the one he speaks about as far as this passage is concerned. This is also known as style or variety according to attitude. It may be ascertained that the rain coat is aware that its own is more importance than itself and even though the raincoat has been hurt by being discarded, it still checks its language. It refers to its owner as "Mr. Julian Vicissitude" and the use of Mr. here is a sign of respect to the owner and this is maintained in line 15. The relationship here is one of a rich man and perhaps a 'poor' coat. The coat makes mention of the brisk man and his manner of speech to the coat is not one of equality or respect "you're a dandy all weather mackintosh" (line 58). The raincoat in return is not pleased about the manner in which "he" was bought and refers to the speech Mr. Julian as crowing (line 39). The raincoat regrets that Mr. Julian has so discarded it after exploiting it but cannot do much about it besides speaking out. The relationship between the raincoat and Mr. Julian is not a cordial or familiar one in that the manner in which they refer to another is not characterised by intimacy. The jealousy of the raincoat for its new rival is carried in the way it "wished it joy of him". This is not a way we would expect intimate friends to part. This is even further shown by the way Mr. Julian "unceremoniously whisked" the coat from the hanger (in line 33) at the time he removed it from the cloakroom in Iscariot's.

<TEXT WAE 63>
[Handwritten, sit-in paper]

The passage is primarily one big satire. It takes the field of sacarsm and criticism is a literary work. The mode of discourse despite the fact that the passage is written takes into consideration the fact that the mackintosh is supposed to be speaking. Aspects of the spoken variety are therefore inculcated in the passage. The style is informal and as to the relationship between the activity and the language a mackinstosh cannot be expected to act in any particular way, the realtionship therefore remains vague. The concentration of scornful criticism however gives the impression of the writer observing the figure of Mr. Vicissitude with concentration and potraying his character explicitly. The realationship of intent watching and a steady forw of comments about the sight one is watching is therefore established.

The informality in the passage is depicted by the use of informal words and expressions e.g. foursquare chaps, tee hee, he crowed, wide boy like me needs a roomy garment. The writer's use of expressions like 'ah, yes' and we'll soon see about that potray the fact that the passage is meant to belong to the spoken variety. These expressions presuppose the presence of the audience when the words are being said. The writer also uses ellipses like 'you'd', you'll, wasn't, we'll which are characteristics of the informal variety and also of the spoken variety.

The writer's diction considering the fact that he is satirising Mr Vicissitude is very apt. His use of derogatory words connoting negativity like "smirking" instead of smiling his euphemistic use of purchased for stolen "the big beefy kind" potray his build in a derogatory light, larcerous glint to potray his greed and he crowed to potray his manner of speech on his having stolen the mackintosh all serve to paint the man's potrait as a dishonest person. The writer creates familiarity and informality by allowing the active structure to take precendece in the sentences in the passage. Loose accretion is also used to heighten familiarity and informality. In the first sentence of the passage the first few sentences are all co-ordinative. There is the use of different ideas with out any linking conjunction. Ah yes, the butter hasn't been churned yet that would melt in Mr. Julian Vicissitude's mouth" is a colloquial expression which furthers the informal tone in the passage. The writer assumes his audience to be equal to him in social standing therefore he writes as if he is talking to an equal hence the familiarity.

<TEXT WAE 64>
[handwritten take-away paper]

<DISCUSS THE PROBLEMS WHICH THE ANNEXATION OF TEXAS BY THE USA POSED FOR CONGRESS IN THE PERIOD 1845 TO 1850 AND SHOW HOW THESE PROBLEMS WERE RESOLVED>.

The phenomenon of expansion could be clearly observed in the United States as it gathered considerable momentum during the eighteen-forties and continued through the nineteenth century. This expansionism generated problems which precipitated a number of national crisis that befell America at the end of the decade of eighteen forty - eighteen fifty. The drive to expand beyond their immediate borders was partially inspired by what most Americans believed was their "Manifest Destiny" This was a belief "that it was the Americans' destiny to overspread and to possess the whole of the continent which providence has given us for the development of the great experiment of freedom and federated self government entrusted to us". America's expansion to the pacific required negotiations with those countries that owned the territories that America was eyeing. America had to negotiate with Mexico who possessed Texas, California, New Mexico and also with Britain who possessed most part of Oregon. The problem of annexation of Texas which was heightened by the fear of America that Britain would take Texas and California in order to insure its cotton supply in which case Northern cotton brokers as well as Southern cotton planters would lose their monopoly of cotton, was made easy by the fact that a number of Americans residing in Texas had led a revolt which won independence for Texas in 1836. If Britain took Texas they might abolish the Slave Trade, make a buffer State out of Texas and go on to limit the growing power of the U.S. America therefore quickly recognized Texas's independence and eventually annexed the territory in 1845.

The annexation of Texas was however to pose a number of severe problems for congress. In the first place it led to war with Mexico. Point is that as soon as the U.S. congress voted to annex Texas, Mexico broke off diplomatic relation, which is a step just short of war. What precipitated the war was that the traditional Southern boundary of Texas was the Nueces river, but the republic of Texas insisted upon the Rio Grande, 150 miles further to the south as the boundary. Attempts by president Polk to claim the Rio Grande boundary of Texas first through diplomacy and then forceful occupation of the area between the Nueces and the Rio Grande rivers led to war as the Mexicans entered the same disputed region and allegedly attacked Mexican troops. Polk dispatched a

letter to congress stating that "war exist ... by the art of Mexico herself" because she had invaded American "territory and shed American blood upon the American soil." Consequently on May 13 1846, congress declared that "a State of war exists." The war which followed was in many ways a comedy of errors resulting in 13,000 wounded american soldiers, 4000 dead and 1 billion dollars fiscal costs incurred. This huge cost of war was to pose a big problem for congress considering the fact that all those that opposed to the annexation of slave territory - conscience Whigs, abolitionists and high tariff men - united in congress to defeat military appropriations a short while before the war actually started. For one thing the conscience whigs denied that the area between the Nueces and the Rio Grande was part of the United States territory. The "Spot" resolution introduced by Abraham Lincoln of illinois, showed the whig opposition to the war and called upon Polk to name the spot on American Soil where he claimed that American blood had been shed.

Added to this was the problem that should Texas be annexed, it would be brought into the union as a Slave State which could further be divided into four or five States and that would tilt the balance of Slave States in favour of the Slave States. during this period the balance was 15 free States as against 15 Slave States. This fear of the North of the increase in power of the South in congress if Texas was annexed was to create a serious problem for congress. In fact it was to open up old wounds concerning the Slavery issue. Fresh wounds relating to the three fifths clause in the constitution regarding representation and taxation. The missing compromise of the 36° 30° line and the nullification controversy were opened up in congress. These debates were to tear congress and the union into two camps, the Northern free states as opposed to the Southern Slave States.

As these debates tore congress into 2 main blocks, North against South, various solutions were put forth which were to heighten the situation. The first of such solutions named the Wilmot proviso suggested that no territory which might be acquired by treaty from Mexico should ever be a slaveholding country. The wilmot proviso had therefore raised a new constitutional problem, as opponents argued that "did congress have authority to determine whether or not slavery might exist in territory obtained by the U.S."? Those who said yes could point out that congress had exercised this power on a number of occasions since 1789 when it confirmed the clause in the ordinance of 1787 that excluded from the Northern Territory. To them the article four section three of the constitution which said "The congress shall have power to dispose of and make all needful rules and regulations

respecting the territory or other property belonging to the U.S.", clearly conveyed such authority. To the Statesmen of the South however, it was equally plain that congress did not possess the power to determine the Status of Slavery in the territories. In territorial matters, they insisted that congress acted only as the agent of the States which together with the federal government "jointly owned the territories". It obviously followed that congress could not pass a law forbidding a citizen from taking his slaves into the new territories. The Southerners pointed out that the word in Article four Section three was "territory" not "territories" and that the word "property" clearly meant land. Therefore this clause did not give congress the right to interfere with slave property guaranteed by the constitution and that only the inhabitants of the territory could decide whether to admit or exclude slaves and that could be only when they had finally drawn up a State constitution.

A less legalistic solution came from the national-minded west. This theory was the doctrine of "popular sovereignty" which was enthusiastically propounded by Lewis Cass of Michigan and Stephen A. Douglas of Illinois. According to the arguments there was a long-established precedent in America that communities were the best judges of their own interest. Congress had not interfered with the original States when they drew up their constitution, why then should congress interfere domestic questions of a territory before it obtained statehood? Let the new territories be set up with the question slavery left unsettled, and then permit the people to decide for themselves. This argument was to challenge the very constitutionality of the power of congress over the union. congress was therefore presented with a very difficult problem indeed and in fact the Union seemed on the brink of collapse by September 1850. This argument of popular sovereignty therefore attacked the very basis of Union.

President Polk and the expansionist convinced that slavery couldn't expand to New Mexico and California, in which case there would still be a balance between the slave and free states should Texas be admitted into the union, sought to cool down this growing debate by compromising that either the Missouri line lying 36°30' should be extended to the Pacific or that slavery should be left in the hands of those residing in a territory. This argument which suggested an extension of slave territory was to meet sharp resistance from the Northerners, Most importantly it also presented congress the difficult problem of whether to nullify the 1820 compromise or reject the argument for the extension.

The demographic consequences of the annexation of territories west of the Louisiana purchase including Texas also posed problems for congress. the fact that

only a sixth of the population was pure white and a greater part of the population coming into the union were Mesbizos, Zamboes, Negroes, Mulaboes posed problems as regards citizenship rights and a disfiguring of the social structure. Thus the status of the population in the newly acquired territories had to be decided, for here was a situation in which the blacks in the U.S. were not citizens and to incorporate a mixed race therefore posed a problem for congress. This was evidenced in the flurry of newspaper attacks on the sanity in annexation and particularly the mixed raced character of the new territory. The E. Gazette, discussing the problem of the mixed race in 1848 said "as a general rule, the mixed race combine in themselves all the faults, without any of the virtues of their progenitors, as men they are generally inferior to the pure race, and as members of the society they are the worst of the citizens."

The problems which attended the acquisition of Mexico was resolved mainly by the compromise or omnibus bill of 1850 set forth by Henry Clay. This compromise stated "that California be admitted as a free state" That the territorial governments set up in the remainder of the Mexican cession (Utah and New Mexico) decide for themselves whether slavery should be permitted or abolished: That the western boundary of Texas be fixed to exclude "any portion of New Mexico": That in return for this concession, the United States would assume that portion of the public debt of Texas constructed before the annexation: That slave trading be prohibited in the district of Columbia: That a stricter fugitive slave law be adopted and that henceforth congress would have no power to obstruct or promote the trade in slaves between the slaveholding states.

This compromise offered concessions to both the north and the south as it tended to amend the squatter sovereignty and offered some hope to everybody as many well meaning Americans realized the compromise was the solution to the slavery excension problem and for that matter a solution to "disunion". However in one sense only was the compromise of 1850 a final solution, in the sense that, that particular period witnessed the passing away of the doyens of American politics. The death of J.C. Calhoun, Henry Clay, J.Q. Adams, Daniel Webster, Andrew Jackson, James Polk and Zachary Taylor was in effect the final solution to the problem. The void they created was filled by a new generation of politicians who had no experience of sectional crisis and were therefore prepared to give the compromise a try. In other word it was the good will of American that solved the problem. For one thing the Northerners were fed up with quarrelling with the south over the slavery issue. The point to note is that the compromise of 1850 at best served as a stop-gap measure which acted more as a

parliamentary than a cure for the political problems, for soon after the compromise was put into effect a number of incidents or events occurred to prove that the political problems were still very much alive. Daniel Webster's support of his old rival, Henry Clay, during the debate over the compromise of 1850 represented the last effort of the elder statesmen who had staved off an open break between North and South since 1820. The passage of the Kansas-Nebraska Act in 1854 and the Supreme Court's Dred Scott decision of 1857 shattered the truce.

<TEXT WAE 65>

[Extract from a long essay]

ACKNOWLEDGEMENT

This attempt at geomorphological study of a river basin was made possible by the inspirations I got from lectures in Part I course in Geomorphology given by Mr. W. Nkunu AKYEA now Dean of the Faculty of Social Sciences, University of Cape Coast. As a geomorphologist himself, the Dean, who was my supervisor, made available to me his academic excellence through suggestions, constructive criticisms, and even his own books, where necessary. I am particularly grateful to him.

I am indebted to Mr. K. Duodu, Technical Officer, Forestry Department, Mpraeso, who helped to provide certain data in the basin to enable this work to be complete.

I am greatly indebted to Brothers Owusu and Asante of Abetifi and Asamoah of Hweehwee Market who helped me during the tedious exercise of data gathering in the valleys of the rivers studied.

I am greatly indebted to the various authors of my source of information and finally to Mr David Attah who painstakingly typed this work for me.

I am, however, responsible for all the short-comings of this study.

CHAPTER ONE INTRODUCTION

The economic Recovery Programme and the National Mobilization Programme currently being pursued by Ghanaians have created the awareness that the development of the country rests on the people themselves and that all resources, both human and material, should be fully exploited for economic growth. Fishermen, farmers and indeed all workers, who have been the principal motivating forces behind these programmes, are

continually given the needed encouragement for increased output.

Fishing on the Afram Lake and some of its tributaries is one of the major economic activities of most people living along its banks. Fishing and navigation or water transport on any river is influenced to some extent by the land forming processes in the area. Physical impediments like rapids, waterfalls and the nature and size of the valley hinder the maximum exploitation of the resources that would be available for development on any river.

The Subri River Basin, which is on the lee-ward side of the Kwahu escarpment, was selected for study because of the alleged peculiar nature of the Subri river valley. The Subri joins the Afram river (now lake) at one kilometre south-east of Hyewhoden, a fishing village on the south bank. Fishing on this river is confined between the lake and Suntre, also a fishing and farming village, five kilometres upstream. When this writer visited Hyewhoden to find out why their fishing operations do not reach Nkwantanang, which is eight and half kilometres from the lake, the fishermen explained that Subri river has very little water in its valley for most part of the year which does not facilitate all-year-round fishing. They also added that the Subri river has a narrow valley towards its mouth. This second point drew attention to the need for a careful study of this river. As Julius Budel said in a study of this nature:

"If one were to confine oneself to the study of a small area, as is usually the case in geomorphological research, the various geological factors would appear dominant because climatically caused differences would not be detectable in the landscapes. However, when larger areas are compared the importance of geological factor declines greatly".¹

In the light of the foregoing it should be of interest to focus attention on some aspects of the nature and shape of the Subri river and its two major tributaries, Agusu and Akasu.

1.1 The Problem

Rivers normally expand their valleys as they flow from source to mouth as a result of increase in volume of water from tributaries and also from the work of load carried downstream.

Subri river seems to exhibit this normal feature because at Abend which is twenty-one kilometres from Afram, the river valley measures nine-and half metres wide even though at that point its major tributary, Agusu has its confluence at nearly one-and-half

kilometres downstream. Just below the confluence of Subri and Agusu, the valley of the main stream measures fourteen metres wide and, with the addition of water from brooks to increase the volume downstream and more importantly the effects of weathering on the valley sides, it may seem improbable that the valley size towards the lake would be less than the width measured at the junction of Subri and Agusu.

1.2 Objective of Study

The main objective of this work is to study some characteristics of the valleys, especially the widths, of Subri, Agusu and Akasu rivers and, as a corollary, determine whether the development of the shape of the valleys of the rivers are constrained in any way.

1.3: Hypothesis

The study is made with the assumption that even though the width of river valleys increase with distance from source to mouth, this phenomenon is hardly wholly so in the Subri valley.

<TEXT WAE 66>

1.0: Background to the Study

Of late, Coastal erosion has presented problems to countries along the Gulf of Guinea, especially, Ghana, Benin and Nigeria.

In Ghana, for example Keta has lost old buildings of historical and tourist value. These include many privately owned buildings like fort Prinzetein (1784), the Ewe Presbyterian Church and the American Episcopal Zion Church.

In Axim, many Coconut plantations strewn along the coast have been claimed by the sea and many settlements along the coastline have been abandoned. The old road linking Axim to Ankobra is constantly under the siege of the sea.

Whilst the situation of marine erosion at Keta has been glaringly destructive because of prevailing relief, that of Axim is gradual and imperceptible but equally devastating in the long run. The immediate effects of this coastal erosion is felt on the canoe fishing industry.

Although since 1953-54 fishing along the Ghana coast from dug-out canoes has increasingly been supplemented by the use of mechanized vessels and after 1961 even large, long-range fishing vessels over 100 feet in length, Canoe fishing is still of considerable importance.

It is not possible to say how many of the 56,0001 fishermen in Ghana work on the moter vessels of which there were 348 in 1974. There is no doubt, however, that

the bulk is employed on the canoes which in the same year numbered 8,2382. To assess the contribution of the fishing industry to employment one should also take into account that, at least, about 70,000 women are engaged in the production and distribution of fish.

Fish landings from canoes all over the country fluctuate very widely (1964: 45%; 1965: 38%; 1969: 51%; 1971: 64% of all landings) but they represent an important component of fish production amounting to somewhat over 40% over the 5 year period 1963-67 and to nearly 50% over the 5 year period 1970-1974.

In 1966 investment in canoes represented not more than 14% of the total capital investment in the fishing industry (about 2.25 million pounds out of a total of nearly 15.5 million). The resultant of its considerable contribution to production and this relatively small share in investment is that the capital/output ratio in the canoe sector is 3.9 - 6.3:1.

It is quite significant, therefore to inquire into the development potential of canoe fishing not only in terms of its contribution to employment creation and income distribution. There is the need therefore for such an inquiry into obstacles that hinder the developments of this sector of the economy.

<TEXT WAE 67>

CHAPTER TWO

GENERAL RESOURCE BASE

2.0 Introduction

Man's struggle for survival must necessarily be carried out within the framework of his naturally endowed environment. The type and circumstances of the environment in any area determine to a large extent, without necessarily conditioning the direction to which this struggle must be waged. Craft works, like other activities undertaken by man, are influenced by the characteristics of the ecological environment in which man finds himself. However, the people in Gurune land have also contributed in shaping the nature of crafts available through the application of their artistic skills and expanding knowledge.

The presence of natural resources such as climate, and vegetation would be useless without human resources to discover, improve and use them for the satisfaction of their needs. Thus, in order to understand fully the nature of the craft industry in Guruneland, one should know both the natural and human elements which form the resource base of craft works in the area. This is compatible with Zimmermann's notion of resources that,

they are cultural appraisals which result from interaction between cultural and natural factors.¹

The physical character of Gurune area is made up of a number of different factors, namely relief, climate soil and vegetation. Each of these factors either directly or indirectly influence the types of crafts in the area.

2.1 Geology and Relief

The Gurune area is underlain largely by palaeozoic sediments of the Voltaian system and young intrusive granites.² While they formerly rest comfortably on rocks of the Birrimian system with traces of aged metamorphic and igneous rocks.

The relief consists in the main, of flat undulating lowland, lying between 200-250 metres above sea level. This fairly flat terrain facilitates movement of people from place to place, since the most common type of transport is by foot.

2.2 Drainage

In terms of drainage, the area is drained largely by White and Red Volta Rivers, former tributaries of the Volta River and which now drain into the Volta lake. Other smaller streams include: Yarigatanga, Akulepeli, Atamore and Atankwidi, all tributaries of the White and Blue Volta Rivers.

2.3 Climate

The Gurune area, located in the Northern part of Ghana, experiences Koeppen's AW Climatic type, that is the Tropical continental type of climate, described as savannah climate. This type of climate is associated with alternating wet and dry seasons. Temperatures are high throughout the year because of sunny conditions. Mean annual temperature varies between 36°C in March and April and the minimum temperature of 27°C is recorded in August and September.³ Relative humidities are high, varying from 90 to 95% in the rainy season to 75-80% in the dry season.⁴

Following the general decrease of rainfall amounts from the coast of Ghana to the north or landwards, the Gurune area experiences a longer dry season and a shorter wet season than areas south of it. Rain occurs only in the wet season, which may cover a period of between five to six months, usually from May to October. Most of the rainfall experienced is associated with the shifting of the inter-tropical convergence zone north and south of the equator, following the apparent movement of the sun. The other type of rainfall is the conventional one, sometimes characterised by thunder and lightning.

On the average, yearly totals range between 750mm and 1,350 mm, except for very bad years as in 1983, for

example when severe drought in the rainy season might reduce annual totals to less than 700mm.⁵ The dry season which follows soon after the rains (from November to March) is usually a period of very low humidity and dry conditions. The influence of the tropical continental air mass is very much felt in the area between December and February. Early morning cold may reduce temperatures to fairly low levels, but the afternoons are dusty with intense heat.

2.4 Soils

The area is covered by soils which have neutral or slightly alkaline reactions - particularly in the top soil, as a result of water deficiency. The predominant soil types are the savannah ochrosols. These are often grouped into two; one being ground water laterites and the other an integrate of ochrosols and ground water laterites.⁶ The ground water laterites consists of pale-coloured sandy silty loam, overlying vesicular orange and black iron pan, and goes down at a variable depth into mottled weathered block.

Generally, the soils of the study area have low organic matter content. They have lower nutrient status than forest soils. This may be attributed to prolonged leaching and erosion, together with sparse vegetation cover, overgrazing and intensive cropping without the application of fertilizers. The constant alternation of wet and dry seasons have resulted into the presence of indurated layers at or near the surface, such that the soils are shallow and this causes run-off during the rainy season.

<TEXT WAE 68>

ACKNOWLEDGEMENT

I wish to personally thank Dr. J. Anumauah-Mensah my supervisor, for his patience, help and fruitful advice in the course of this work.

I also wish to thank many good friends, Joseph G. A. and Emmanuel Q. for their criticism and advice as I undertook this work, not forgetting Maud G. who has been a friend and a good source of encouragement to me. To Yaw B. who has been my mentor and whose life-style has been worthy of emulation. Personal also go to Mr. V., the chief binder at the UCC Press for his help. To Mr. J.C.A. who typed this work at very short notice, I say bravo. I am grateful to you all.

Finally but certainly not the least, to my Lord and Saviour Jesus Christ who has taught me to appreciate eternal values and live my life for others, I am most grateful.

ABSTRACT

From a sample of 14 students randomly selected from three secondary schools in the central region the above study was carried to examine concepts these students carry into practical work. The method of clinical interview was used. The whole session was audiotaped for subsequent transcription. Responses that carries similar intent were grouped and the percentage of students who held those views calculated. The responses were then discussed and the various views held on the subject by the students brought out.

It was discovered that the students has a poor understanding of certain concepts in chemical kinetics. Though some could identify concepts like catalyst and temperature at play in the experiment they lacked a deep insight into these concepts. This was revealed clearly by questions which sought to critically examine their views in a much more penetrating manner. Particularly, in trying to determine whether the students were aware of a method or procedure to follow the course of the reaction a lot of divergent responses were received, most of which were wrong.

From the study, it was clear that students approach practical work without any attempt to critically examine basic concepts underlying them. This calls for a more serious look at practical work by curriculum writers and teachers. Practical work needs to be made a more cognitively meaningful activity. It was suggested that the use of pre-lab sessions before practical work be encouraged to help solve this problem. Also the use of pertinent questions aimed at compelling students to critically examine their procedures and observations must be encouraged.

STUDENT JOURNAL ARTICLES

All the items in the WSJ group were taken from the student journal Telstar which had just come out during the fieldwork after a long period of inactivity.

All the contributors and editors are students. The items it carries range from the editorial to 'digging' which is a column specialising in satirical treatment of the misbehaviour of students on campus. Every student's nightmare is to find something he or she has done in private in print.

<TEXT WSJ 69>
[Mimeographed]

Editorial comment of Casely-Hayford Hall Journal, Telstar.

Readership: entire university, especially students, and others.

Date: 1990

EDITORIAL ALL HANDS ON DECK

Our popular magazine and mouthpiece of this hall is back after a long absence. This magazine has been through very trying and difficult times and it is only as a result of the undying zeal and determination of certain people notably the JCRC executives and the Hall Council that this magazine has been able to bounce back after this long period of silence.

Although this is a special edition of the magazine, it is fitting that an attitude which is rearing its head is pointed out and curbed before it gets out of hand.

Recent happenings have highlighted the fact that there is the need to whip up enthusiasm among members of this dear hall in order to uplift its name. It has been noted with great concern the lack of enthusiasm among gentlemen in matters concerning the hall, as a result of which apathy is beginning to rear its ugly head. It is pathetic when one takes a cursory glance into the past few years and compares it with what prevails in the hall now.

One notes with concern the number of gentlemen who turn up when there is an activity to be performed in the hall. One's heart may beat at an alarming rate when one notices that just about a quarter of gentlemen in the hall are really doing what all the members of the hall should have been doing.

This attitude of gentlemen has become so deplorable that this magazine deems it absolutely necessary that this attitude be changed immediately or we all perish with our dear hall.

Gentlemen should know that if this attitude should persist, the spirit of 'Casford' which binds us all will soon be broken and Casford will lose its status as being the hall with the strongest bond of unity and we all can foresee the result of such an occurrence.

We of this magazine thus beseech all gentlemen to put their hands on deck to steer the ship to safety, for we are heading worards [*towards] doom. This magazine's special appeal to all gentlemen in the hall is; all hands on deck, please for we are heading for the rocks.

<TEXT WSJ 70>
A MESSAGE FROM THE PRESIDENT

Fellow Gentlemen of Casely Hayford Hall, once again the hall week is with us and as usual there is the need to join hands to celebrate but as often as not in times of merriment, there is the need to pause to reflect on the past and plan for a greater tomorrow.

This year's hall week, "the Hall Week of the Decade" as I choose to call it, comes off on 16th - 25th February, 1990. It is during this time that activities crowning a year of hard academic work takes place and the hall contributes something to the Ghanaian society. The theme of the year's Hall Week is "Education in the Contemporary Experience." The theme was chosen to reflect the on-going educational reforms in the country. These reforms admittedly face great challenges leaving a lot of questions unanswered. The government alone cannot be left to find solutions to the problems and therefore the duty of every Ghanaian to help the successful implementation of the educational reforms. It is in this light that the theme of this year's hall week was chosen to help address some of these questions.

Many activities have been planned to mark the hall week celebrations which will be highlighted by the annual J.E

Casely Hayford Memorial Lectures on 24th February. Some of the activities planned are the traditional brass band lantern procession, 'Asabee' voluntary work and Happiness, Inter-Hall 'What Do You Know Competition', Fun matches between Adehye Hall, O.L.A. Training College and the Casford 'female' team. These activities will be crowned with a special hall banquet on the last day. This calls for maximum participation by all hall members and therefore the need for everybody to contribute his quota.

It must be mentioned that in the past year the Hall has had its ups and downs. For obvious reasons we in Casford have always been most happy to break through the odds to come out with things which seem impossible, even in the present economic situation.

The running of the hall has been smoother recently. The past year saw a large improvement in the social and educational facilities in the hall. The hall has acquired a colour television and this has greatly increased students' awareness of current world issues and also as a source of entertainment. The library has undergone a tremendous change with the introduction of current magazines and important journals. It is also being run round the clock and this has greatly contributed to student's academic endeavour. The JCR snack shop which was revived last year has been improved upon and students can spend their leisure time at the place enjoyably. All these achievements could not have been possible without the co-operation of the entire JCR members the Hall Council and Mr. I.K. Prah, the hall warden. On behalf of the Casely Hayford Hall Executives, I wish to express my sincerest thanks and hope that all continue to provide the necessary support to gain more success for the hall. Despite these successes however, things have not been too rosy. Finance had been the main thorn of the hall but it is hoped that the future will see a marked improvement of this situation.

Gentlemen of Casford, I will therefore call upon you all not to rest on your oars but to strive harder to help the hall. Each and everyone should contribute his quota and together we will make Casford a success story. I wish you all a happy 1990 hall week celebration and call for maximum participation in all the activities to make the hall week unique. Long live Casford solidarity.

Eric A.S.
President.

TEXT WSJ 71

Subject matter: a student's comment on the protracted administrative crisis on the University Campus.

THINGS THAT CANNOT BE MENTIONED DO NOT DESERVE NAMES

In the dramatic history of conflicts, partisanship and quarrels, when it is a question of warring factions, none has been more spectacular and obdurate than the antagonistic intellectual camps that exist on UCC campus today. These camps for security reasons, are nameless, no doubt the prolific Mallam novelist Ahmadou K observes that things that are not mentionable do not also deserve any form of appellation what soever. In spite of the nameless nature of these warring factions, their activities are felt every where on campus. The typical characteristics of these groups are that, no sooner has one initiated a move to edify something than the other gets poised to not only oppose it vehemently but to pull it down regardless of the benefits that such a thing might bring to the suffering masses of UCC. This attitude has become a ding-dong affair as each side spares no efforts to undo the other over pertinent issues that affect the entire fabric of the youngest university of this country.

Moved by the spirit of contention, our Academic Gurus tend to take sides not because of the issues at stake but because of the personalities involved. On UCC campus, people enter the game of politics without pausing to reflect on the consequences that it might bring UCC. A blind eye is always turned to the realities of the situation and people choose to close their ears to reason. More concerned with claiming victory for the faction to which they are affiliated. Politics on UCC campus therefore has neither eyes, nor ears nor heart; the truth and lies wear the same clothes, justice and injustice move in pairs, good and evil are sold at the same price. Infact, the kind of politics going on here on UCC campus could be likened to guerrilla warfare or better still, the Puerto-Rican civil war. The only difference is that, with the case of UCC fire arms, artillery and catridges are not on display byt what difference does it make when senate meetings come closer to a boxing arena where bitterest vocal buffets and invectives are on display. It is reported that during one of such Senate meetings, exchanges were so explosive and menacing that spiders came out of their webs alarmed running helter-skelter all over the ceiling of the Senate Chambers shouting for help. The saddest thing to note about this sad state of affairs is that this conflict

heightens with each passing day and nobody appears to be concerned with its insidious effects. Even in war torn areas like Sudan, Eritrea and even South Africa, there is an occasional truce to at least give peace a chance, but UCC appears to continuously bear its stigma of constant confusion owing to these differences.

With these divisions, when do we as an institution of higher learning hope to achieve total self determination. These conflicts breed not only, apathy but also an appalling condition of pressing issues not attended to, something which does not augur well for nation building and the much cherished economic recovery programme. For almost my four years stay here there has been only one congregation. The rest, because of factional differences, have been postponed over the years and I begin to fear and wonder if there will be not congestion or population explosion on UCC campus when all important ceremony eventually comes off in an obvious amalgamated form. You can imagine graduands who had had to wait for years trooping into campus and itching to be full fledged graduates. This problem apart, I wonder if the head of State will have the requisite strength and energy to go through the ceremony which involves shaking hands with all graduates as a gesture of congratulations. If for the sake of this 'bugaboo' politics, a simple ceremony like this should wait such a long time, then God bless UCC for one can imagine the type of administrative lapses that exist at the faculty and departmental levels of the university. Infact things deteriorated so much that at a stage, the workers of the University charged on some lecturers whose attitudes they said did not yield their approval. History recalls many occasions when workers have risen against authority but that historic move by UCC workers is unique. That was the first time in history that workers of a university have risen to not only seize power but to dictate to authorities which lecturers qualified to teach at the university. The workers were obviously taking sides too but their action also showed us what academic, political and administrative disunity can bring. After all the workers were also contributing their quota to the politics of confusion. The cold hard fact is that the atmosphere on campus is becoming very unfavourable for any meaningful academic work, campus is fast becoming an eerie arena of disorder and indecision. It is high time concerned citizens especially the Alumni of the University and the University Council did something to save this young institution from falling on the doldrums.

Ever since this conflict broke out, I have not had a day's real health; I have wakened sick and gone to bed weary, and I have learned out of it, learned in sickness

when my head swam for weakness. I would have preferred a place devoid of conflicts and very favourable for academic exercises. Peace is very dear to my condition but where can I get it on UCC campus? I wish to make a clarion call to all warring factions on UCC campus to bury their differences and help mould UCC into one big happy family. On that day, all enemies shall be pulled by their ears through the central gate into the sea. The image, reputation of UCC cannot be compromised. We are proud of UCC and will want to see it grow.

by Issah A.
Casford Hall, R.280
UCC, Cape Coast.

<TEXT WSJ 72>

FOOLS DIE

Listen to me. I will tell you the truth about a man's life. I will tell you the truth about his love for a woman. That he never hates her. Do you want to know how a woman can love you, feed you that love deliberately to poison your body and mind, simply to destroy you? And out of passionate love choose not to love you anymore? And at the same time dizzy you with idiot's ecstasy Impossible? That is the easy part, read on and you will understand.

It all began when I could not make the standard set by my former school for admission to sixth form. I attended Prempeh College - a boys' school, for five years and being unable to fall within the aggregate set for selection into sixth form in the school, I had to look elsewhere and finally gained admission to Kumasi Academy, a mixed school, after promise to work even harder.

The first day of entering the school was like a dream. The school had re-opened for some time already and any new entrant was a lower sixth former. With my well ironed blue shirt over an immaculate pair of trousers and a stilleto pointed black pair of shoes, I got to the gate of the school holding my suitcase and together with other new arrivals headed for the dormitories. The juniours had of course come around the gate to help us with our things and amidst "sweeeeeeeet lower" and other cat calls, we were ushered into our houses of residence. I had my first euphoria of climbing higher on the academic ladder but I really had my first jolt when at supper on that day I was shown to my table to meet amongst other diners, no other person that Stella Agyena Prempeh who was in form one. I had known Stella when she was in the elementary school and she lived very near my house at home but I never had the

ideas that she had began secondary education and at no other place than my sixth form school. She was a girl I already admired, she being a chocolate coloured beauty, tall and slender with a touch of 'machoity' and a pair of large beautiful breasts to match her figure. Those already seated made way for me at the head of the table as I was the most senior on the table. Needless to say, I was shy, nervous and uneasy with most people from other table in addition to mine staring at me.

After the grace had been said at the end of the meal, Stella approached me for a short chat before she asked me to help her with a little mathematics problem which I readily promised to see to during prep that evening. From that time we struck a friendship which developed into intimacy and by the time I completed the school, we were lovers.

We were seen mostly together both at school and at home and our parents were witnesses to the fact that we were lovers. In fact we enjoyed each others company and it was with tears and promises of future marriage that we parted when I gained admission to the Unviersity of Cape Coast.

Then my troubles began. Letters she had promised to write and which had been coming frequently started slowing down and trickled to a stop before the end of the first year. During the long vacation, I could sense that things had turned sour but though I was bothered, I took not action. It's interesting being crazy about somebody who is no longer crazy about you. You turn a blind eye and deaf ear to her actions. Once I met some guys in her house and she took a very long time in seeing them off. Another time she was so glued to the telly that she refused to see me for even a short time. I later saw pictures of many boyfriends in her album and once or twice I came across letters from a boyfriend. Then she started being impolite and rude when I started questioning her on some of her activities.

It was at this time that I advised myself. When school re-opened I did not inform her as I had been doing previously and left for campus. When she noticed I was not around and got to know I had left for school, she started frantically to repair the sudden break up of our relationship. She wrote letters upon letters sending her recent pictures in almost all the letters. I became convinced of her words and decided to give her another chance.

During vacation I was back at home and I had the happiest moment of my life. Infact the holiday was a blur of all the activities lovers could engage in. We went on

excursions, rides in my daddy's car, visiting discos and everything else one could possibly think of.

When I went back to school I visited the hospital in the first week because I felt feverish. I was treated and discharged but after three months I felt the illness recurring frequently and since it was getting to the examination week, I decided to devote a week to a complete medical examination and a lasting cure for the ailment. Blood, urine and faeces samples were taken and I was asked to return to the hospital the next day for the report. On tendering my card at the hospital the following day, I was given a seat in the doctor's consulting room. I was then admitted to the hospital for further examination and later whisked through the back door to the Korle-bu Teaching Hospital. All along I was wondering why I was not receiving any letters from Stella again. The following day after I was sent to Korle-bu, I was officially told I had contracted AIDS and that the medical ward was to be my prison and that of five other men I met there. It was then that the letter from my parents was given me which informed me of Stella's death the previous month through an illness the doctor could not determine.

And now I suffer, but still I live, I'm an 'x' in an indeterminate equation. I'm a sort of phantom in life who has lost all beginning and end ...

Kwasi Yeboah Abebrese.

<TEXT WSJ 73>
CASFORD-ADEHYE SOLDARITY - WHICH WAY?

Opinions it is said are like noses everybody has one. It is not my intention to grade or weigh the extent of solidarity. All I seek to import is just a review of our relationship. I want us to see where we have come from over the last years and where we are heading towards.

The opinion has had its own setbacks due to certain behaviour from both of us. In recent years gone by as I was told, we used to organise certain programmes together quite apart from the usual hall week programmes. This with changing time has faded gradually. In the recent past we the ladies of Adeheye, the 'wives' used to join our 'husbands' when ever they woke us up at dawn with 'Asabee'. Our response has not been too encouraging these days.

The usual blind dating, I must say, attract a lot of 'wives' and 'husbands'. Although the blind dating has suffered some few problems, one cannot close the issue on it without having to mention the last two dates, one of which was a 'T'-shirt-Batik night. It was really exciting.

Our fun matches during the Hall weeks have been very interesting over the years though our 'husbands' have now decided to bring in some more ladies from outside institutions.

This review would be incomplete if I fail to mention that the solidarity has promoted good academic as well as casual social interaction between 'wives' and "husbands"

It is evident that from the 1988/9 academic year till now our level of communication has improved tremendously. One could read success, welcome messages etc from each other. With this coming Casford Hall Week of the Decade, I believe the Casford President, Mr Eric Sekyi and his team would treat us through exciting programmes as promised. I urge all 'husbands' and wives to contribute their quota to the burning touch of the Casford-Adehye Alliance.

Long live Adehye
Long live Casford
Long live Casford-Adehye Alliance.

Miss Dorothy Lartey
224 Adehye Hall.

<TEXT WSJ 74>

THE WOES OF MY FRIEND K.B.

K.B. a respectable middle-aged civil servant in his grin (*) fight against poverty saw his victory ahead, immediately the 'lotto people' put 59 at centre position. He knew for sure he had hit the jackpot, infact, he had killed the 'lotto people' and his woes were going to be over within a week. K.B. however needed money to stake heavily enough to put the 'lotto people' out of business. For this was his prime objective. He solicited funds from all quarters, funds over and above what he needed to kill the 'lotto people', for he also had intended starting life anew on the day the 'lotto people' announced their own death, that is, when his 'killer numbers' were released as the winning numbers for the week.

K.B., who had the habit of counting his chickens before they are hatched thus planned a get-together to celebrate his 'newly-acquired wealth' and the death of the lotto

people, he also intended to woo Adwoa Mary, the beautiful trader who lived across the street. It came to pass that K.B. after heavily staking his expected 'killer numbers' that week spent the rest of the borrowed money in organising his planned get-together. K.B. knew how to do things in grand and fitting manner and thus planned his get-together to start an hour before the death of the 'lotto people' was actually announced. K.B. was really sure of his numbers and he knew they could not fail him, at least not this time. K.B.'s multi-purpose get-together started on schedule and the guests were really having fund(*). K.B. had succeeded in wooing Adwoa Mary when the winning numbers were announced. Surprisingly not even one of K.B.'s numbers dropped. K.B. was now in read(*) hot waters, for he had put his all into these numbers and they had woefully failed him. K.B. became mad there and then, and he started chasing his guests, demanding they all refund whatsoever they had taken in, be it food or drink, but this achieved nothing. K.B.'s newly-begotten, Adwoa Mary attempted to question him and she received two brutish slaps on her face, all the guests bolted, leaving K.B. to his fate. K.B. had a real big problem now, for he knew not what he will even eat the next day.

K.B. has since been pondering over how to solve his problems which were restoring his credibility and paying his newly-acquired debts.

K.B. however thinks this problem is too big for one head and is inviting all well-wishers to help him out of this deplorable predicament. K.B. wishes all well and is eager to hear from you soon.

Edwin S. Thompson
295 Casford.

<TEXT WSJ 75>

TOLI CORNER*

There was once a youngman who bragged so much about the beauty of his new girl-friend to his father. One day, this young man took his girl friend home. At the sight of the girls, the father who had expected to see a real beauty was seriously disappointed. He then whispered into the ears of his son thus:

"Her legs are crooked, her teeth are stained and she seems to wear a faint beard". The son replied saying, "Father, you need not whisper because she's deaf as well".

xxxxxx

Once at a party one diplomat threw a question at his colleagues that, "Why is it that we say 'Amen' after singing hymns and not 'Awomen?'"

All the answers that poured out of the great thinking caps failed to answer the question correctly. It was little boy Kofi who happened to be in their midst who had it right. His answer was "It is because we sing 'HIMS' (hymns) and not 'HERS'".

Korata
Casford.

xxxxx

A boy fishing on a rainy day kept his fishing line under a bridge in the belief that the fishes would crowd there to keep out of the wet.

xxxxxx

A villager called at the local post office and asked if there was any letter for him. "What name?" asked the postmaster. "You'll find it on the back of the envelope", was the reply.

xxxxxx

Mr Agyei said he felt sure his neighbour Mr. Nti was a bad lot, for he met him two or three times in a place he could be ashamed to have seen himself.

xxxxx

A little girl was crying because she had fallen and hurt herself. "Never mind darling", said her mother, "Won't a chocolate make you feel better?"
"No", said the child between her sobs "but two would do".

xxxxxx

It was Exam Week at Biola University, a Christian college in Nigeria. The professor in a New Testament class distributed the exam to his students, and then left the room.

xxxxx

Fifteen minutes later, the students were startled by a small earthquake. Immediately the professor returned, "All right", he demanded, "Who cheated?"

Sarah Adu-Poku
Agogo State College, Agogo

xxxxx

A four year-old boy had never seen a cripple in his life. While walking along a street one day he saw a man crawling on the ground. Filled with both fear and shock he started screaming "Mama, what a big frog".

xxxxx

A chopbar operator asked the pounder to be very attentive and hit wherever she put the cooked cassava. The women innocently put one of the cassava into her mouth. No sooner had the cassava reached her mouth than it was followed by the pestle Balm!

XXXX

A villager visited a hospital in Accra when the nurse put the thermometer in his mouth and went to look through some files, she returned to find her utmost surprise that the man had swallowed the thermometer.

"Man why did you do that? the nurse queried.

"Me dwen se eye aduro" (meaning I thought it was a drug.)

By
Akwasi Amoateng Geoffrey
189 Casford Hall

(*Toli: a short story about some fantastic event told as a joke)

<TEXT WSJ 76>

GOSPEL CORNER

In these morally dark days the second coming of Christ is merely an uncomfortable rumour to many. Many more have read or heard about it directly from the bible - perhaps long ago only to forget, neglect or refuse to believe it.

But often the forgetters, neglectors, unbelievers and scoffers receive grim reminders from things happening around them from so called "current-events".

The headlines report some disasters or death of a dear one often comes as a voice from God to the careless to recall the warning of the Holy Word.

The Lord Jesus Christ gives a solemn warning, but as in the days of Noah were so shall the coming of MAN be. For as in the days before the flood when they were eating and drinking, marrying and giving in marriage, until the day that Noah entered into the Ark, and knew not until the flood came and took them all away, so shall also the coming of Man be' Matt 24:37-39.

The Lord is not slack concerning His promise, as some count slackness; but is long-suffering towards us, not willing that any should perish, but that all should come to repentance. But the day of the Lord will come as a thief in the night"

2 Peter 3:0,10.

Robert Appiah
254 Casford.

<TEXT WSJ 77>
MY CAMPUS FILES

The world would never have been interesting place if all things went according to plan and without any mishaps. Indeed UCC would have been a boring place but for the underground files that are uncovered day in and day out it is when these files are opened that one gets to know what has been happening behind doors and curtains. But mind you if you are not 'nosy' as I am you'll never hear of them. However, as society thrives on 'info', I am turning myself into a big 'okro mouth' to release FILES on which I have been sitting uncomfortably. As for me I will mention no names but if the cap fits, you can wear it.

Of Scandals

This subject I know will attract great attention but the story must be told.

Ei, have you heard of the 10000 drachmac affair? Hmm, this happened in Monkeyna Fassio. There is this slim, fine form two boy whisked away from a lecture room. His crime? He had 'swerved' a neighbour's 1000 drachmac, converted some into cedis and was spraying the women on campus -- Dear reader chase the file it is around.

I however could not understand the case of this ocean-going guy who keeps splashing about the whole campus. This charming, Chrife royalist was praying for him in her sacramentious room. the prayers however had to cease when the* felt hands crawling inside her beautiful skirt. As for the file brutalooo!

The hall week have stated and so we must prepare for our financial losses. At last Ocean dinner two fishermen after a bumper catch decided to spend 25 million dollars to impress two royalists. On the table there was wine, gin, whisky, apio and all kinds of minerals. As for pasteries ... W-I-L-D! Even fried toads and steamed lizards were served on this table. At the end of the whole process, the royalists refused to be wooed and the fishermen with their treasuries depleted had to survive on gari begged from friends. These women go kill us!

Dear reader, if I decide to open all the files in this category now, I shall not attend lectures. I am therefore giving you an assignment which will be discussed thoroughly in the next issue.

- 1.Name the fisherman who decided to pollute the ocean by washing a Royalists pants in it.
2. Who are the sexball Gala Lords? Explain the term THERAPISTS.

3. There is a financial wizard of the locals GUNS party who raided a room in the queens' palace. He hails from that isolated men's camp on campus. Ladies and gentlemen who is he?

Of Heatbreaks

Not too long ago I was walking through the palace where the royalists live when I heard this old time song being played - Come Back darling, give me another chance, I'll make you satisfied investigations revealed that a saxon was savagely crushing a sergeant's soul. Hmm .. if you have not heard or seen, keep your eyes and ears open. But the big question here is this - Was the December/January rush a factor?

In this same palace two monkeys who behave exactly like Thompson and Thompson of Tintin Comics fame, decided to drop their charming royalist consorts. Why? Their tigress home based better halves were coming to first year! Well the thin, fair lady had resigned herself to her fate but the bigger dark "shee" - walking lady, is clinging on desperately because one of the tigresses failed to turn up. When will these men stop swerving these women? But are these women any better? The almighty God will by all means have to intervene.

Of Bouncing and Characters

On this campus some 'gentlemen' who see themselves as 'sharks' have decided to chase as many women as possible. If they had been succeeding in this their arduous endeavour, I personally would have congratulated but ---
-.

There is the thickset, tall burly looking, giant framed guy of the ocean-going confraternity now enjoying his last days on campus. His gifts could be valuable but he has a major weakness - he cries too much. Whenever he bounces like a tennis ball against a wall, he resorts to tears. He thinks he can weep his way through ladies' Na lie! In the next issue I will get a picture of him in his traditional weeping posture so don't miss it.

The fisherman's counterpart in the isolated male camp is equally formidable only he does not cry. His strategy is to 'SPIN' the women. As for the number of Benz cars in his house, only God can count them. Now that we have visited 'Babylon' on more than one occasion, ladies, you go die. At a point he 'spinned' the inhabitants of the queens palace that they vowed to pour urine on him if he

ever showed up there again. Serioussoooh. So we also decided to stop visiting for some time. We are however back in form so prepare for our coming.

Dear readers, I am closing my campus FILES now but there are lots more to be released. Make a date with me in the next issue of the Telstar.

OKRO MOUTH
CASFORD.

<TEXT WSJ 78>

THE VAMPIRE

You 'Afroomatic korastic' young gentleman of our esteemed hall, delve into the encyclopedia Casfordica and find the definition and meaning of Adehye High Tea. Why is it that after filling your chamber and hall belly you refused to dance when you were called upon to do so. Note that ignorance of the law is no excuse and in future check your facts before you embark on any exercise. The vampire has the mind to suck your 'cowardic' blood 158 times as warning against future gentlemen who embarrass (*) our 'wives'. Your balls!

xxxxxxx

That final year major student of the Queen's language, who thinks he can continually afford to teach first and second year female students at the expense of failing his papers is hereby warned to desist from this shameful habit else have the vampire squeezing his 'shoaa water' out of him. Kwasea boy you were not brought here to teach others in order to fail your final papers.

xxxxxxx

That second year female student who together with his boyfriend clandestinely narrowed his boy friend's room-mate for a whole year, is hereby warned by the vampire to desist from this disgusting behaviour. This female students should know that his kwasea boy-friend's roommate has a right to the room and this right should be respected. 'Aboa', don't you know you will drain your boy-friend of all his 'shoaa' water. The vampire has taken a very serious view of your behaviour and may be tempted to mutilate your boy's friend's organ so you will be deprived of it altogether. You must know that to be fore warned is to be fore armed.

FACE-TO-FACE SPEECHES

These transcripts were made from the recording of the Atlantic hall face-to-face. In the face-to-face a candidate (S) for a JCR or SRC office delivers a short speech lasting three to five minutes explaining his or her programme if elected into the post to an audience made up of other students of the hall who are clearly partisan. The proceedings are presided over by a Chairperson (C) who is usually a senior students, in this case a postgraduate. He nominates speakers, introduces them, and manages the time allocation.

<TEXT SFF 1>

<SPEAKER 1: RAHI sex-female office contested: treasurer - regarded as preserve of women in Ghanaian Universities>

S: Mr Chairman, Fellow Hallers, Ladies and Gentlemen, "Fishermen and Mermaids"-- (Noise from audience)

C: Chairman- Ladies and gentlemen, "Fishermen and Mermaids", please let's have some quiet, please, please>

S: Mr chairman, Fellow Hallers, Ladies and Gentlemen, I'm presenting myself to you this evening for you to evaluate me in the light of the post for which I'm standing in for, that is the Treasurer. I'm not here to give you attractive but unattainable promises. All I'm ensuring ++ <pause filled by noise from audience; followed by a plea by chairman - Please please fishermen and mermaids, please, please let's have some quiet. Otherwise we don't hear what she has for us> All I'm ensuring you is dynamic leadership and as we are all aware finance is the life blood for every effective and functional entity, and Atlantic Hall should not be ruled out.

When you vote me into power I + I promise that all monies will be receipted and recorded and also all disbursement will be made at the actual (requirements) of the Hall. I'll also call for proper accounts to be prepared. Mr Chairman, fellow hallers, when you vote me into power, I'm promising you three most essential things: one: Hard work and commitment, two: hardwork and commitment, three: hardwork and commitment. <greeted with noise> Fellow hallers, Ladies and gentlemen, I'd also like to remind you that your votes are your power and tomorrow when you go to the polls do not forget to mark R as your treasurer. Thank you. <This is followed by applause>

<TEXT SFF 2>

- C: Fishermen and Mermaids, fishermen and mermaids, please let's have some quiet. Miss Cynthia N. You have three minutes within which to present your manifesto.
- S: Good evening, Chairman and Fellow hallers, I have been motivated to stand for the post of a Treasurer because of one thing which I'd like hallers to know. <Noise from audience> During + "Yiee" <quietly>. During the recent vacation I came in con- (shee) - during the recent vacation in contact with charitable organisations and personalities and after putting the problems of mother Atlantic, they promised helping to raise the image. Fellow Hallers, I'm not going to make promises but I assure you if you vote for me, I'm going to <O.S.> the broken boats and nets so that there will be effective fishing in Atlantic Hall. Vote the prehistoric ... Vote the prehistoric lady, Vote Cynthia N. for experience is the best teacher. Thank you.

<TEXT SFF 3>

- C: Er + Thanks, thanks, er Miss Cynthia N. for being so brief, yes for being brief. Thanks er + before I move on to the candidates for the secretaryship, I'm informed the SRC candidates are around. Ah, I will move to them before taking up the secretaryship. If Mr Kingsley O. is around, would he please come forward. You have three minutes within which to present your manifesto. Please come up and take the mic. Mr Kingsley O Well er Mr Assa J.W. will you come forward. You have three minutes within which to present your manifesto.

S: Mr President, Fellow Hallers, I apologise for being late. I had to attend to some visitor I had. Well, as you all know, I deem it a very great honour ++ to talk to you ++ in this particular occasion. Well, as you all know, to be a good leader you have to expose some mode of servanthship. You don't have to sort of expose or impose your will on the people. You-You have to behave as if you were a servant for the people to have confidence in you. Well, as an SRC member, I'm contesting for the SRC membership. When I'm voted into power I'll make sure that your resolutions are best presented to the appropriate quarters. <Applause and pause> I wouldn't be <O.S.> in my duties, but a situation arises that I have to impose my will I will do it at the appropriate time. Well, as time demands all I want to assure you is that if you vote me in power, I'll assure you I'll give you the best of my services. Thanks in advance, and thanks in all.

<TEXT SFF 4>

C: Thanks, Mr A. Mr A. is however unopposed. We are left with two more contestants for that office. Ladies and gentlemen, we now move up <stressed> to the secretaryship. We have two gentlemen here er Mr Emmanuel A and Mr Osei M. If Mr Osei M is around would you please come forward, pick the mike. You have three minutes within which to present your manifesto. <Background noise> Fishermen and Mermaids, fishermen and mermaids, supporters of er Staccato, Supporters of Staccato, please let's have some quiet, Yes you have three minutes within which to present your manifesto.

S: Good evening Chairman and Hallers. As you all know, there's a new wind blowing over the campus, and the wind is + for new leaders. When voted into power, I + will primarily + act as a source of correspon+ correspondence between the Hall and the outside world and also between Hallers ourselves. I'll also try to bridge the gap, the communication gap that has existed for the past few weeks or months. I'll try as much as possible to REVI:VE <emph., long> the hall magazine, but it wouldn't be as what has happened sometime before. Also you realise that the hall secretary's work is basically routine work but I <emphatic> when voted into power, will do extra work, that is, if there is any emergency I'll act + duly as the President ask me. Also, I'll cooperate with the Hall executives to solicit funds,

especially the hall Treasurer in the form of writing letters to organisations and other institutions to seek for money for the hall ++ Since time is not on my side, I would like you all you to vote for a very efficient, dynamic and knowledgeable secretary. Thank you.

<TEXT SFF 5>

- C: Thanks, thanks, Mr OB er ++ Yes, will the supporters of Staccato please er er let's have some quiet, please. We now move on to the next candidate, Mr Emmanuel A. Please you have three minutes within which to present your manifesto. S: Good evening, Mr Chairman, Fellow contestants, and fellow Hallers, Behold the old order changeth, giving place to the New. The old order in Atlantic hall is changing giving place to the <O.S.> and I deem it a great honour if I'm giving the chance to serve in the new order, and as a secretary, I'll try as much as possible to establish an effective communicative system between the hallers, the executive, the SRC and the administration ++ <applause> by posting necessary information on the notice board, then asking the hall crier to inform the hall verbally. Also as my contestant + opponent has said, I'll try as much as possible to revive the old hall magazine so that hallers express their views and opinions. Okay, beside that to do extra curricular activities as a hall secretary in conjunction with the Hall executives I'll try as much as possible that we establish hall endowment fun- + hall welfare and endowment fund and also establish best hallers, best hallers award- award and then establishment of hall Atlantic Alumni association, that is old hallers association. These two can be found at Commonwealth hall and Atlantic when we establish the old hallers association, we shall be in contact with people like Kofi Totobi Kwakye, an official in the Government, Zacharia A, Secretary for Social Welfare, whenever we fall on those people, they'll easily help us + then before we get money, try as much as possible that we honour our <noise from audience> eiei, okay, okay. When we fall on these top officials, they'll help us so that the hall will get enough funds to do whatever the hall wants. When we get these funds we shall try as much as possible that we provide any news that the hall needs, so I'm informing hallers that before you go to the polls tomorrow, don't vote for people who are opportunists. Vote for people or contestants who have interest or love the hall. There are some

opportunists amongst us, they want single rooms that's why they're contesting for the executives so I'm reminding you, tomorrow at the poll don't forget that your secretary is A., a dynamic, a dependent and effective secretary. Thank you. <Applause>

<TEXT SFF 6>

- C: Er thanks er Mr Emmanuel A. Well, erm, it is said that the higher you go the cooler it becomes, but I think that in this case er the reverse is the case. We now move to the vice presidency. Er contestants have five minutes + Pardon me + four minutes + within which to present their manifesto. Will Mr Yaw A please come forward and er present his manifesto.
- S: Er Good evening, Mr Chairman, Fellow Hallers, I deem it a great honour to called be upon this evening to present my manifesto to such a beautiful generation gathered herein. In the first place, as you are all aware, there is some sort of wind blowing all over campus, a political sort of wind, a time when people who possess one quality or the other come forth to be scrutinised by hallers and to be elected to assume leadership positions in this hall. Fellow hallers, I stand here even tonight to contest for the post of the Vice President of this hall. In contesting for this post I've got some pertinent issues, thorny issues, on my heart which I'd like to take prompt action in solving them (when) I'm voted into power. Some of these problems I have been able to identify: a) sanitation problem, lighting system, erm water + water situation which as you're all aware, is very, very serious in this hall. Fellow hallers, as I stand before you this day, one might be tempted to ask the question: How am I going to solve the sanitational problem facing this hall? But I can assure you although I won't promise that when I am voted into power I'll use my good offices to make sure that all the broken toilets and showers will be refixed and it will intro- + it will interest you to note that the hall has taken delivery of some what? Toilet and shower facilities. Fellow hallers, I'll entreat you that when you go to the polls tomorrow, vote me into office and I promise you that, (if) I am voted I'll speed up report + er repair works on these prob+ on these problems. In addition to that talking about sanitation when you take a look at the four corners of the hall you can realise that + <laughter> you can realise that + I mean the situation is not very pleasing to the eye. This I will attribute to the

human eye. Such problems have been caused by we the hallers. How are we + how are you going to stop this problem from reoccurring? Fellow hallers, much as I wouldn't like to promise you when I'm voted into office I'll make sure that dustbins are provided on all the various corridors so that instead of you disposing of your solid waste down there you will resort to disposing them into the dustbins which will be provided. In addition to that if you bear me out, you can see that some of the corridors and stair cases do not possess even a single bulb. Now this has been a source of a death trap to some of us and I can assure you that when I'm voted into office bulbs through my connection with the electricity unit of this university will be fixed. In addition to that I'll make sure that the water problem + even as we're talking now the water is now flowing but I believe if the reservoir outside is completed or rehabilitated it can store about 2,000 gallons of water, so even as you go to the polls tomorrow I will endeavour you + I will entreat you to vote for me. Thank you.

<TEXT SFF 7>

- S: Choboe ya!! Fellow Hallers, I'm Kofi AM. alias Castro and I'm a third year student (...) <End of side A of cassette. Part of this speech is lost owing to time spent in inserting a new cassette.> In order bring this down I have to talk to or see the University Authorities so that they can reschedule all this academic work so we can have time to perform in these activities. For instance, last year, I could remember when we went to the auditorium only few people were there to witness the face-to-face and to that effect I've written an article on that which says that this semester system exams must be rescheduled in the sense that lecturers must be aware that we have mid-semester exams and this mid-semester exams must come right at the time the + the semester is at the middle, not there will be a midsemester exams at the end of the mid-semester or at the end of the semester. With this it (has) problems to students and they don't have time to go out and then + I mean + for these recreational activities. Left alone, we know that Tuesdays have been set down for the students to go to the field and then to do other activities but lecturers have taken this Tuesday in addition to the other times that they've given them. I have to make sure that this thing is brought to the notice of lecturers so that we all have time to enjoy our

economical life, social life, political life and all
our academical life. Thank you very much.

FACE-TO-FACE QUESTION AND ANSWERS.

This question-and-answer session formed part of the face-to-face. After making their presentation, speakers (A) are questioned on both their presentation as well as their personal lives by members of the audience. The chairman (C) nominates the 'questioner' (Q) and imposes some control on the nature of questioning.

<TEXT SFQ 8>

C: Er, thank you, Mr Ashigboe M. There is an announcement here from the SRC that the part two of the film "If tomorrow comes" will be shown just after our face-to-face, so students who are interested in seeing the film could please er hang on. With this Mr Amponsem K. has satisfied his requirement and er the other contestants still have two questions each to answer. But I'd like to remind hallers that they are not the only people contesting for election to the offices in the JCRC. Candidates should be put questions by [der] hallers. Please hallers come forward and address your questions to other <emph.> contestants.

Q: Thank you, Mr Chairman. Er my question goes to Mr D. Er you've made us aware that there is a lot of disorderliness in our canteen but er (what) baffles most hallers is that you are also quite interested in the hot liquor. So if you are given the mandate as the canteen chairman how do you assure us that you are not going to condive + condone and connive wiht further illegal exploitation of our canteen? <Applause>

<TEXT SFQ 9 >

Q: Thank you, Mr Chairman. Er my question goes to Mr D. Er you've made us aware that there is a lot of disorderliness in our canteen but er (what) baffles most hallers is that you are also quite interested in the hot liquor. So if you are given the mandate as the canteen chairman how do you assure us that you are not going to condive + condone and connive

with further illegal exploitation of our canteen?
<Applause>

C: Mr D., please come and address yourself to the question.

A: <Mr D.> Fellow Hallers, <interrupted by drumming> + Fellow Hallers, I believe this question has come as a matter of VD spending most of his leisure) times in the JCRC. Well, to answer this question I'll a (refer) theory in sociology known as participant-observation. I always enter the JCRC to participate in whatever happens in order to know the problems and how to solve them when I come into power. <Applause> Fellow Hallers, I'd like to assure you that now that I've come to know through participant-observation the problems of the JCRC, I'm in no way or the other going to connive with the girl selling there. I have come purposely with the intention of the hall taking over the JCRC and funds being paid into our coffers. Thank you.<Applause>

<TEXT SFQ 10>

C: Any more questions?

Q: My question goes to the two contestants for the position of secretary. Erm there's a popular adage that the pen is mightier than the sword, and one stroke of the pen can either erase the image of the hall or improve the image of the hall. Now, how are the secretaries going to operate within the framework of this erm saying?

C: Mr Owusu MB. Would you address yourself to the question?

<Audience, esp. his supporters shout Staccato, which I later learnt to be Mr Owusu MB's nickname>

A: Yes, it is true that a stroke of the pen can cause something great, but the point is that one would have to be careful about whatever he does. When writing anything at all one would make sure that he has studied what he is doing before putting it down. Therefore, when I come to power I will make sure that whatever goes down is the right thing. Thank you.

<TEXT SFQ 11>

<Repetition of the question for the next candidate>

- A: Thank you Mr questioner. Okay, the ques- + the statement that the pen is + is mightier than the sword is really true. Okay, for instance I can go to Adehye and gossip about somebody <Interrupted by audience> Listen, I can go to Adehye and gossip about somebody verbally. Few people will listen to this. When I take the pen and write something down and paste it around the whole campus, a lot of people should read this er if I write something, an article and it appears in the dailies, a lot of people will read this and it casts a slur on whoever I wrote the article ab- against. So if I'm elected secretary whatever I write about the hall so far as I have interest and love for the hall, I will make sure that I write a good article that will project the image of the hall. Thank you. <Applause>

<TEXT SFQ 12>

- C: Mermaids and Fishermen are still ...okay.
- Q: My question goes to the sports chairman, or the potential sports chairman. We all know that the "Morroway" makes this (hall) unique and er may he come here to justify his attitude to the Morroway on the 24th of last month and convince us that when he comes er when he is voted into power he might not even abolish the "Morroway"?
- C: Er it's unclear whom your question is addressed to.
- <Audience:> Petit Gorie, Essien!
- C: Mr er Essien, Please come forward and answer the question Mr E.
- A: Uh This question of ponding in this hall is nothing new, first and foremost and for that matter ah there is everything or there is anything so unique about any group within this hall. Aah, it is not only the morroway that is so unique within this hall that at any cost you must refer to the morroway as being so unique. Of course the sporting activities within this hall is also a unique aspect of the hall, "Asabi" in its context is also unique within this hall. Well, when asabi comes + within this hall + I mean they are liable to be ponded. I mean ponding is nothing so new about this hall. And besides that as soldiers + as soldiers + soldiers must learn to

endure and if they are not able to endure just ponding I don't know what they can achieve for the hall. <Applause> And in any case + and in any case + and in any case, I'm not saying that because they are not being or they are not being able to cope up with ponding, they are not serving their interest. Fine! Their interest is being served but what we want to address ourselves to is that it is not a mere ponding that should + disintegrate Morroway. If Morroway should exist, it should exist within the framework which it has been formed, and not a mere ponding should disintegrate them. This is my answer to the question. <Applause>

<TEXT SFQ 13>

- C: (Fine) any more questions from hallers?
- Q: My question goes to er R. er she is standing for the post of Treasurer and as I see her, I presume she is inexperienced to the post + and then she said in her manifesto that finance is the life-blood of every organisation and she refused to tell us how she can mobilise funds for the hall and then how she can ensure proper monitoring of the finance. <Applause>.
- A: Thank you, Mr Chairman. The questioner said that I'm inexperienced in this job. Well, I want to assure that that I am not. I have been a treasurer before for two years in my school. Also ok- + I think he is trying to say that because I don't have any accounting background, I can't manage it, but then I'm not I'm not going to manage the post alone. There is going to be a committee and in this committee there's going to be people who have accounting backgrounds and I think they can help me in order to manage all these things.

<TEXT SFQ 14>

- Q: Thank you, Mr Chairman. Er my question goes to the two canteen chairman competitors. + and it is this. They have assured us that they will make sure that through the canteen they will get funds for the hall + but the other side of the coin is that if + that if they don't really manage very well or are not really accountable they cannot render accounts. + It's likely that they will throw us into debt. I'll be called to dish out money from our pockets to pay for a hall or bad debt. So asking that I know

them very well that they haven't + er + they don't do + B.Com here or they have no accounts background + how will they be able to really render account to the hall so that we will really know how the + the canteen is moving on. Thank you.

C: Erm starting with er Mr N.N. please come forward and answer- +

A: Hallers, for your information, when I am in vacation at home I normally do a part-time job with a bar called Oasis bar, and also I'm adding this fact that I have an accounting background at the O'level. Also, it's a clear fact that I can't work alone, so definitely I'll appoint an auditing committee in addition to + er + my + what do you call it + canteen committee to work effectively with me + in giving correct accounts to hallers, and as I emphasised in my manifesto, I am publishing + a two monthly semester on every activities in the canteen with relation to accounting, so definitely don't worry about <U.S.> or issues rel- relating to my giving accounts. I'll definitely make sure that all my figures are accurate with perfection.

<TEXT SFQ 15>

C: Mr er DV. Please come forward and address yourself to the question.

A: Fellow hallers, The question as to how to give appropriate account concerning the manning of the JCR is no problem. I'd like to assure you that when I'm voted into power, there is going to be a committee and the + the committee is not only going to be made up of those who are going to think of how we can improve upon these, but it is also going to be made up of peoploe who really know much about the accounting business. I'm going to have two accountants in my committee and I believe with that help we are going keep appropriate accounts and we shall continue to publish as time goes on how we man the whole place. Thank you

<TEXT SFQ 16>

Q: Er Mr chairman, this question is directed to Mr JBD. In his manifesto he talks about working harder to ensure a greater standard of entertainment for the hall. I want Mr JBD to tell us whether his predecessors never worked hard to achieve that aim, and also the qualities he possess that makes him

eligibility (for) that position as the entertainment chairman. Thank you.

- A: Thank you for my question. Yeah, as I said in my manifesto, it seems the activity of the entertainment chairman is just restricted to organising the hall week. After the hall week we don't see our entertainment chairman doing anything meaningful in terms of entertainment activities in the hall. Even it will be (subversive) to realise that dance and all those organised in our JCR are done by Casfordians and other hallers. That's why I stressed on the point that when I come into power I'm going to try to bring in other types of entertainment activities. I'll be organising cards competition, chess games and all sorts of draughts, oware, etc. So that it's not only when it comes to Cuvaa comes that you go and look for somebody to go and play chess for the hall. To that extent, I think when I come into power I will be much better, I'll be able to + crush the weaknesses of my predecessor + my predecessor who was mainly thinking of organising hall weeks and organising jams. Thank you. <Applause>

<TEXT SFQ 17>

- Q: Okay, Mr Chairman My question (is) directed towards er Miss er NC. With the (fast) forth coming of this commercialisation how is she going to see her position as Treasurer viable?

- C: Miss N. Will you please come forward?

<A lot of drumming and singing in support of Miss N>

- A: Fellow Hallers, I think the idea of privatisation is not a new thing. It's (...) started since 1983 and we are now in 1990 so that I think you allow the day to cater for itself + and that we don't think of today but we + we ++ what I'm saying is that (the) idea of privatisation came about since 1983 and we are now in 1990 so I think we leave it and then allow the future to cater for itself. I think my position is needed. Thank you.

<TEXT SFQ 18>

- Q: Thank you Mr Chairman. My question goes to Mr OM, popularly known as Staccato. Actually, erm he came erm promising us or talking about secretaryship and how he can really help the hall solving this

problem. I want him to come out this time again telling us where he has actually featured or officiated as secretary outside + outside UCC before he came on campus. Thank you.

C: Mr OB

A <Mr OB>: Yes with experience I think M A-Y will be the right person to ask this question. I actually worked as a secretary to her mother when I was doing my National Service. Thank you. <Applause>

<TEXT SFQ 19>

C: Yes, anymore questions from Fishermen and mermaids?

Q: Er my question goes to N. NL served last year on the canteen committee and was a witness to a proposal (make) to the executives concerning our + canteen, and in fact we've been waiting for the results for a long time and + nothing came. So I'm asking him whether he will also sit there sending proposals like that or the measures he will take to ensure that those proposals come into effect.

A: Erm, it's very true that I served + it's very true that I served on the canteen committee last semester and in fact proposals were brought about which up to now have not been effected. But the main point is that when I was with can- committee I was making all efforts to make sure that these proposals are delved into or I made attempts to do my best + in going about the whereabouts and the implementation of these proposals. But unfortunately enough the semester had to cut short everything with this + erm + semester exams coming in hand. Also, the canteen chairman had to leave the country unexpectedly. But I believe that when I'm voted into power I will have more time and more chance to delve into issues and proposals which were on hand when I was on the committee and deal appropriately with them through the right quarters, and I'm assuring hallers that whatever I find out or whatever I get to know I'll communicate it to all hallers through the notice boards, so Hallers, I assure you that when you vote for me I will definitely let you know whatever happened to all those proposals. Thank you very much. <Applause>

<TEXT SFQ 20>

<Q:> My question is to all contestants + my question is to all contestants. It is clear that our hall is not doing well of late, our hall is not doing well of late + our hall is not doing well of late. We were last in almost all events. I'd like each contestant to identify what he considers to be the problem + that has led to these manifestations and secondly, to give us what he proposes to do from his angle to solve this problem we are facing.

C: The question is addressed to all contestants but erm, Mr SA has satisfised his requirement so he is out. All other contestants beginning with Mr GG will please er come forward oneafter the other and er answer the question? Er where is the questioner? I think er his question bothered on the fact that er in recent times Atlantic hall has not been faring well in er major activities and has consequently been last in er sporting activities, for instance. What major reason do you ascribe to this and what + what uh remedy do you have for it? A: I think er the basic issue has been er the lack of <U.S.> I also hope to erm + there are certain incentives (which) make the whole thing attractive like instituting some er rewards and acknowledging those who contribute and excel. Thank you very much.

C: Er, Mr AB

A: I am of the opinion + that our recent failures activites is due to the haphazard manner in which er we go for these activities. What I've seen is that there is no prior training. Anytime that we are about to partake in sporting activity, we don't prepare. At the moment uh we just call on hand-picked athletes to go in for these sporting activities. In this case I (don't) see the + er + why we should come out with flying colours, so I feel that it's lack of training and thorough preparation that has accounted for our failures of recent times. Thank you.

C: Mr AM

A: I'd say that the reason why we are last in the sporting activities is that one, we are not united, the front is not strong. Therefore, we have to try our possible best to make the front to be very strong. What we have to do is that + before anybody can participate in anything the person have to train so that he will be conversant with everything he is

going to do. Now, we all know that we are all here to study and we have been admitted on academic basis, but still there are certain (curriculum) activities which we have to fulfil and now who is going to fulfil this curriculum activity and how are we going to benefit this + this person? What I intended doing is that when I am voted into power I will make sure that any evening while the + eh + trainees are going for training ++ after training they have to come back and then get some incentives so that it will + will boost their morale, so that they will train well and when it comes to the competition we shall place and then do very well more that all that you've done ++ more than the rest of the hallers. And to add to this I want to state here that we can also try our possible best to organise + our front so that it will be very strong in order to do all these things. Thank you very much.

**A: I think er the reverses that this hall is facing these days is due mainly to the apathy which is reigning very high + in the hall and to remedy up this situation I think we have to identify certain institutions in the hall which are influential. For example, we will make sure ++ erm with the collaboration of the executives + we contact influential members of the hall. We see the mermaids + we see an influential woman who would erm do her best to + motivate the people to engage themselves in Hall activities. Also, we will ++ I'd in the collaboration with other executives, + er + make sure + the leaders of certrain organisations like the Moroway, the profane choir and others influence their groups so that they would have the interest and the love for the hall to participate in its activities. Again, I would make sure incentives are provided for + er + participants so that when they are called on er to die a little for the hall they would do so sincerely. Thank you.

C: Er, Mr EA. Please all candidates be brief.

<Audience:> Yeah.

A: Erm, I think the non-corporation of hallers in recent activities that took place in this university is due to the fact of + is due to the fact that apathty is reigning high in this very hall. In the first place we may be tempted to ask about the root causes of apathy in this hall. Fellow hallers, I would like to make + make it clear to you that some

of the factors that I personally have identified is non-accountability of erm past executives or the ongoing + outgoing executive members erm to hallers. Well, this erm accountability + nonaccountability I'm talking about um + um is due to the fact that + okay last year we went to Kotokoraba to undertake a clean up exercise. Now, at that clean-up exercise erm the market women donated some monies to the hall. Then also we earned some + okay some of the hallers were made to donate some monies towards the progress of the hall, you see, but up to now we've not been able + I mean no correct account has been rendered to the house as to how the monies were put to use. Well, this more or less created some lukewarm attitude among + the hallers. Hence, they felt reluctant to erm what? to respond to + to respond to erm to respond to duty as + as required of them. Furthermore, one major factor which contributed to the poor performance of us, of this hall in the recent interhalls games was due to the atrocious letters that is + that was written against + prominent members of this hall who of course erm used to mobilise + were some of the motivating factor to some of the other hallers, you see. So this sort of + erm + killed the enthusiasm erm most hallers had, because they felt that what happened to them could have happened to they as well. Hence erm the lukewarm attitude. But I promise that during my tenure of office that is if I'm voted into power I will make sure that all funds that are collected from hallers and all funds that are received from outside will be well accounted for. Then also, the incident of atrocities will never, never re-occur. Thank you.

- C: Erm will the secretaries please come forward er starting from Mr EA. Er please come forward and address yourself to the question. Mr EA
- A: Okay, the questioner wants to know why Atlantic Hall of late performs very, very poorly in activities. Okay, to me it seems like this is due to unconcerned attitude + among the fellow hallers. Okay, in order to get rid of this thing, when I am voted to power as a secretary and moreover an executive member I will try as much as possible that we elect strong hall reps. By this every floor will elect its member and every year-group like first year, second year, third year, and final year also will act their leaders, and every association in this hall like okay the the Rotary, the Ghafes, the <End of tape>

<TEXT SFQ 21>

Q: ... You are bounded by a religious dictum, a religious discipline that goes against things like profane choir and Moroway way of activities. Well, Mr K don't you think that when you take the position of the presidency because of your die-hard religious beliefs you are going to kill this choir like the Profane choir and Moroway? If not + if not don't you think that by not doing anything to stop the Moroway or profane choir you are doing + you are going against your religious beliefs?

A: Uh, Thank you very much for your question + Now, as a christian when I'm voted into power as president, + I have been placed there to serve the people. Now, presidency demands service. If you are not prepared to serve then there is no need you come forward to present yourself. Now, as a matter of fact I see + the profane choir as being a tradition of this hall. Now, when I'm voted into power I'm voted to serve the people. Now, when I'm voted into power, I'm not to abolish things in this hall, but I'm voted to serve and for only service.

<A big applause>

<TEXT SFQ 22>

C: Erm. (US)> Any more questions to any of the contestants?

Q: Thank you, Mr Chairman. Erm, Mr Chairman, my question goes to those contesting for the presidential candidacy. Pardon me, if I have to question all of them because + the + (okay) the post of the presidency is the live-wire of the hall + not only to the hall, but to the whole community; that is the university. So, I want to know the machanisms or the various mechanisms they are going to adopt in order to lead us through the shadow of vallo+ valley of death, because we know the government is trying to commercialise the institutions and we are all struggling to fight against this obnoxious or apatheid policy, but another thing I notice is that they were all + er + at least two of them spoke (of) apathy. Apathy has its roots. This year why also two groups? This time no Mandison and K. school of thought, but the + those anti-aluta and pro-aluta groups. So I want to know how they are going to deal with these two groups, to reconcile them and to find

a lasting solution to this (ever burden) problem.
Thank you.

C: Er, will the presidents file up, one after the other and answer the question? One after the other. How would you deal with two major factions on campus? Er, where is the questioner? I hear your question is not clear er, but I believe his main er question + the main focus of his question was that how would he + how would they deal with two major factions on campus + arising on campus in times of crisis. Is that not your question + stated briefly? The candidates should please come forward and attempt the question, one after the other. It is a general question. Please come forward.

A: <Castro> Chopuyaa! <Response from audience> - yaa
Now + on the question of privatisation of the hall + when it comes that this is going to take place, we or I as the president of the hall, I have to seek advice or seek ideas from the + the students or from hallers so that they can give me ideas which I can present. Left alone that. Now, they've just bring + brought some er amount that they're supposed to pay. Now this amount we don't know the modlities (as to which we) pay this amount (let me state this that) Now you can say that you are going to do something + you can say you are going to do something for the hall, and when you go there and people are there and er you are not ready. It means we take some decisions right now. You can't be able to fight what they want do and when we take some decision they will defeat us. Therefore what I want to say here is that we shall wait patiently to see how they are going to privatise the hall so that we can fight and then defeat these people. Thank you.

C: The next.

A: Please hallers, with the question of privatisation + er it concerns everybody in this hall, and as a leader I'm going to abide by the consensus of opinion in the hall. Er, personally, I'm against the payment of fees for accommodation. It is too much and so if the hall decides that we are going to kick against this payment of fees I will mobilize the hall to kick against it + because it is not in our interest to pay this. So (the conditions) will depend on the opinion of the whole hall. I will support any decision that the hall will take. Thank you very much.

C: Next! Mr+

<Shout from audience - supporters>

A: Uh, concerning the privatisation, I believe first of all, + as a leader there's the need that you know the mind of your people. There's the need that you always get close into contact with them. Now, as a leader, you are leading your people. Therefore whatever affects them also affects you. Therefore concerning this erm privatisation I believe there is the need to get to know more about modalities that have been set up and if really it does affect er what students + I believe we all have to put our heads together, because one man cannot do anything, because two heads are better than one there is the need for us to know the modalities and fight ahead.

C: Er the last +

A: Yeah, concerning this issue of privitisation, I think that as a leader the issue (would have - is) first of all has to go to the JCRC for a consensus decision but personally I think that my alternative will be that the government should be called upon so that past hallers

(C: use the mike)

A: so that past hallers would (be) asked to contribute into an endowment fund

(C: use the mike)

A: would be contri + would be asked to contribute into an endowment fund. Not only past hallers, but also individuals and organisations and companies so that from this endowment fund monies could be used to finance er our halls. Thank you very much.

<TEXT SFQ 23>

C: Er Mr SH After that that's all.

Q: Thank you Mr Chairman. My question goes to erm Mr + AB + my question goes to Mr AB. As you've been talking about we are aware of the supposed erm erm privatisation which is coming on. I'm + I'm aware that we don't want to pay, even though some of us have the money to pay, but we don't want to pay. Now, if we are going to fight + + against this well it is our leader who is going to fight with us and if we throw our mind back to the KC's and the the

government misinterpreted KC somehow. Now, my question is this: I have heard that + er the +the + the + the candidate contesting, Mr AB, ++ had the nerves to snatch somebody's wife (uproar from audience) ++ and that look, excuse me + excuse me you might think + think it is not serious but it is serious. Excuse me. Secondly ++ excuse me I+ I'm made to understand that this same AB+ this same AB was arrested for smoking wee in town + this same AB. In fact I want him to clarify if it is true. I will suggest to him that he stands down right now because we don't want to vote for somebody who in future when he is championing our cause then they will divert the attention, so he should either come and confirm it or deny the allegation.

<TEXT SFQ 24>

Q: My question is a general question to all the presidents the contestants for the post of president. I say + social life on campus is fast collapsing and we have+ and some of the problems we have identified are+ are the semester programme. Because of the load of the semester programme students are not able to participate in + erm activities on campus. Two, we have conflicting ideas and +and conflicting views. Three, + like + the profane choir, Moroway and others. We know aluta for one. Now Mr To-be-presidents, how are you going to make sure + you are all promising us, you (are) all promising to reactivate activities in the hall + How are you going to by-pass this semester program + problem ++ and the divergent views in the hall as regards erm the profane choir and other things + and put into effect your manifestos, the things you have promised us + how are you going to deal with this question, especially in the case where students are going to pay their rents. If I pay my rent and you come and tell me to do something for the hall + we will have problems. how are you going to cope with these problems?

C: Erm, starting with Mr AK, will you please come forward and er address yourself to the question.

A: Erm, I believe + with the semester programme + okay, it does erm put people + that is okay fear, that is fear into a lot of people and as a result of that + instead of what? having a lot of erm going to participate in certain programmes they tend to concentrate so much on their books. But I believe as a leader all that I will do is to motivate my people

aside from their books + to go out to the fields and enjoy themselves in va-various recreational what programmes. All that we need is motivation, because if you dont motivate the people, they cant do anything. So especially the word is motivation. Motivate the people to go forward to participate in programmes. Without motivation nothing can be done. Thank you.

C: Er, Mr GG

Q: Yeah, I think erm that the questioner really has a point. It is true that the semester programme is affecting erm a whole lot of activities. First of all, I think that as a leader I have to ref- + refer the issue to the JCRC so that when it becomes a consensus of the + the JCRC or the majority of erm this great Atlantic hall, then we could further the issue to the SRC to hold a forum and if it's a general consensus of the student body then we petition the administration and I think that these are the proper channels for us to follow. Concerning the other issue erm of the privatisation of the halls which is far, which will bring about some kind of disunity in the hall, I think that + erm first of all we mustn't forget that erm erm is going to cause a burden. It's a harsh measure and first of all we have to fight it; we have to fight that issue; we have to erm see (address) the necessary avenue over which there can be a redress. But hallers I want to assure you that erm notwithstanding this we shouldn't forget of the fact that hall activity must go on. So I hope that we shall interact + we shall bring our measures, we shall bring our + case that will make us continue to function as members of this great hall like er putting in places certain prizes, prizes to be contested for at hall levels at room levels and er between the various groups. Thank you very much.

C: Er, Mr AB Will candidates please be brief in their answers, please.

A: Er, Because of the tight programme + that the semester system entails, er students feel reluctant to leave their books to participate in sporting activities while their friends are also busy studying their books. In view of this, we have to create some incentives + for those who would make such sacrifices so that they will not feel to be cheated. If they leave their books while their friends are studying and they don't get anything out of it and even the hall do not appreciate what they

are doing they will not take any interest in it. So what I was er I will do is that because of the sacrifices they (will) be making there must be some incentives, especially let's take this moroway, for instance. When er after Saturday morning drill and then + they come to the hall, after taking their bath they are given er even coffee or some <U.S.> beverages I'm sure.

<TEXT SCC 25>

Free-ranging chat among friends while one of them is having her hair styled. The main participants are three students, aged between 23 and 26; a fourth one referred to as 'Danny', visiting from University of Science and Technology, Kumasi, spoke only a few words throughout the chat.

Eddie (E) the hairdresser and two female friends, Marian (M) and Lisa (L) were all Arts students at Cape Coast University. E was in his final year while L and M were in the the first year. All three of them have lived abroad before. The L1 of E and L, who are cousins, is Akan while M is an Ewe L1 speaker. All went to A schools.

M: I want to wash my hair and set it.

E: Hmm.

M: I'm tired + my hair naa it's right --

E: Go and wash it, right?

M: Unhm

E: And then do you have a blow drier?

M: Unh unh

E: But you can just --

M: No, I have I have but it's do you you know what happened? Daniel e:hen maybe I'll give it to you when you are going home when we are coming. When I was coming and I packed the things "no" I think it must have something must have --

L: <Laughs>

M: Something must have sat on it, because

- L: You know what When I had my braids "no" --
- M: Because it all cracked.
- L: We I was so tired so I was so I was just just too lazy to wear it.
- E: But you've got quite a bit of nerve.
- L: "Beh" I said I'm going.
- E: Oh, okay + erm this front place is short.
- L: E:hen.
- E: Oh o:kay.
- L: So this part "no" okay, it was about okay "se" I had this--
- M: Are you going to bob it?
- E: Yeah, kind of, a layered bob.
- M: Okay.
- L: "Beh" you remember this part I had a problem.
- E: Yeah, I remember.
- L: Hm <laughs>
- E: Does that mean you have a fear --
- M: Mmh + it's like that.
- E: Oh, you got quite a bit here.
- M: Oh, daddy again.
- E: It will be quite short in the top right; I mean just about that short. You will have length here at the sides.
- L: Okay, okay <O.S.>
- E: But I layer it into it okay so you'll have some length still to ear level.
- L: Okay.
- E: And the back will be slightly that.

- L: But how about this ?
- E: Yah, that bit's going to show . I'll just blend it in.
- L: E:hen.
- E: Yah.
- L: Why is this not going in?
- E: No no no it's going to look alright but I'll I'll do it well.
- L: E:h. <hand drier working in the background>.
- E: You can have a style a bit coming to ears.
- L: <Both L and E laugh> Oh boy!
- L: There's this product I used this perming cream.
- E: What is it?
- L: It's called eh I eh don't-
- E: Designer's touch.
- L: No no no we Bleniwil or something like that. Heh but it's so goodeh. Ono na wa ma metsir efu dei.
- E: Ehen
- L: Er ho de one retouch noo I was like --
- E: So did you bring some?
- E: Okay, yeah I brought some mmH We get it in big jars.
- L: Oh that nice.
- L: Girls no so wo ye de wore tsi tsin de <laughing>. Mese er a wodzi me pa wo kyew. It's supposed to last me about five or six --
- E: <Laughing> er five or six na ono its a huge jar.
- L: Oh its huge you know Americans already.
- E: Aah inyow it's big ++ This is a cartier design <in a sing song voice> Hong Kong fo Chinese fo no wore kasa. This is a cartier design.

<L laughs>.

E: You'd think they were singing. Give me manila ++
<noise of hair dryer in the background>. Liza I'm
sorry about this but I'll have to cut a part of it.

L: What about my hair?

E: Yes, quite a bit. Sorry but at least you'll look
presentable.

L: Sure. <E laughs> But why don't you cut a little bit
less?

E: I can't.

L: You can't er because it's going to be level with
this.

E: Yeah, not kind of level but you know just so we can
have --

L: Okay, the hair naa nnipa ehu ma ye nye.

E: <Laughing> You'll have to grow it again.

L: Or leave it.

E: Epaa back no ye weave on eh if you want to grow it.

L: That is what I wanted to do.

E: Plait it you know at the bottom and leave it
hanging.

M: That is what I wanted to do but if I had if not
exams eh if I knew this man wasn't going to give
this exam today.

<L laughs>

M: Jesus, I mean was so pissed off. This guy actually
went exam exam and- -

L: You were late eh when he came he?

M: I wasn't late when he came he forgot po

L: Aaah.

M: This man just sat there and said we should open our
books for notes again and everyone was--

L: Oh no who was this?

- M: Not G-F who else. And do you know what he even said maybe next week he's not even certain about that too.
- E: He doesn't want to mark.
- L: One thing I've realised is that no marking dze onnye hon adze a wo pe koraa.
- E: Yeah, who wants to mark anyway?
- L: Yeah all of them they really don't like marking.
- E: Eeih.
- L: Okay like this.
- E: In fact I understand them.
- L: What's it the classes are too many.
- E: Yeah you know when I went to what do you call it during the teaching practice Oh my God I regretted giving them an assignment ee the English was bad for a start and secondly too I had to mark oh I could have died. In fact I never finished marki:ng I left their books in the staff common room without telling them anything +
- M: Eddie, you know something let me go and do my hair and come.
- E: So you'll go and do what wash you hair?
- M: Okay I should wash it.
- E: Yeah, wash it will have it blow-dried straight and tong it.
- M: But if I tong my hair tonight I sleep tomorrow-
- E: Yeah we will tong it tomorrow.
- M: Okay.
- E: If you like set it tonight but I wanted to give you a new style with the hair coming forward.
- M: So I should set it forward?
- E: Yeah, tell them to set it forward.

- M: Everything coming like that.
- E: Yeah this bit coming forward the side and side come forward this middle bit going back.
- M: Okay, so this side coming down forward.
- E: Yeah, forward.
- M: This side going back?
- E: This side going back, yah but then at the back you just go about four (...) at the top you know going back the rest forward everything forward okay tell them to set it like that and they shouldn't put any grease, not a drop. <Laughing>. You know how this thing when they start putting grease in your hair there is no stopping.
- M: You see how they comb your hair in the saloon there?
- <E/M/L laughing> You've seen them I don't know <laughing again>.
- M: You've seen them. God!
- E: I've seen it being done.
- M: And they can you know bend <U.S.> mo nnhu bi da. They're really sick Dan so you really honestly truly want to leave.
- E: Leave yours sincerely truly
- D: (...)
- M: Why don't you sleep ah will go home and tell them first of all it's late.
- E: Oh Liza sorry eh
- L: <Laughs>
- M: And there are people around Tech guys they are around they are around cho.
- D: I don't know any body around.
- E: But I am around
- M: Eddie is here then
- D: Yes

- L: E:h stay
- E: We'll go for the crusade
- L: I mean
- M: Power night first go for power night and go and cleanse yourself at the crusade
- D: (...)
- E: <Singing> stay the night do you want me go give you a song? Sorry really I can't satisfy you in the same way <General laughter>.
- L: You'll have to make do <General laughter again>
- E: I can't satisfy you in some ways but I can keep you company.
- M: Okay, Emma I said Emma me naa today I'm too tired
- E: You lucky at matriculation what I did to you you're going to learn
- M: Ah for my matriculation yes I have an exam that Monday.
- L: Ei whose is this?
- M: Eh Arts liberals some quiz bi then I have one on Thursday that's Gogovi.
- L: Comm skills
- M: Gogovi gave me a lift the other day.
- E: Ei wild times change.
- M: I said he's always worrying me in class so o was after the lecture 'no' we were going 'noo' he said small girl come and sit down oh quickly did I hop in but he's nice I don't see what's everybody's --
- E/L: He's nice
- E: He's got a nice sense of humour its only that sometimes erm does he take you for seven-thirty?
- M: No, no

- E: You 're lucky then seven-thirties are bads times for Gogovi o.
- M: e:h
- E: Oh yeah you'll regret every minute of it.
- M: C.S is eleven twelve and then ten to twelve but even that he's always been saying that if he's late I mean the latest he should be is fifteen minutes that means he's not coming.
- E: He's is very punctual he's not one to miss his classes unless he's going for what do you call it examinations board meeting or something.
- M: Your hair is looking good at the back
- L: Mmm
- M: You know fresh cut gives that kind of (feeble) blunt
- E: Yeah ++
- M: Danny boy do stay let me go and see before these guys have to run.
- E: To search your thing
- L: So you are going eh
- M: Yes I'll come back
- E: Bring it and let's pray over it
- M: I'll + I'll bring you the spread okay
- L: Oh sorry, sorry
- E: <Laughs>
- L: No I was just looking at the length of --
- E: Yes my dear
- M: Moroko ma: ba
- M: Ei good Fanti
- L: Maria m I'll come later er
- M: I'll come back here

- E: Okay see you
- L: Mm hm 'kose ai'
- E: I was wondering what you were doing epe de mutwa wo tsir hwi gua a? <L laughing> Oh boy I haven't done the layering hair-cut
- E: A:h
- L: Ehua ++ ono mennye da
- E: Ennbeye da
- L: No
- E: E:h well you hardly have cuts anyway
- L: I haven't really done layers ++
- E: It doesn't help you then.
- L: <Laughs> kyide ye dze ye style <still laughing> ei hmm ++ oh product no ye paa
- E: Abaadze-a
- L: Dem eh
- E: a:h innyim de one good + one thing is that states er they have some lovely perming products enso they never come to this part of world they don't get to London po.
- L: no onndu ho po
- E: Ehu de hairs done in London always look different from hairs done in the States. States dei wo perm tsir na fi fee papa it looks so nice it shines bi.
- L: Papa naso sena wo ye no that's they change so much ehua.
- E: Wo States a
- L: Yes ebi so they will wo wo dem crimples or something like that.
- E: yeah crimpers no
- L: Yeah wo use
- E: To create that wavy look

- L: Ehen so I mean it's just too gorgeous.
- E: It's a pity de London na Ghana we never get these products never ever.
- L: Product no ye dodo and it's so simple.
- E: E:h
- L: Ekor bi na first time medze ye medze <beko>
- E: Ohyehye a
- L: Dabi medzi (..) first time ma meye wo fie
- E: E:h
< Heavy 'mix' goes on for about two pages and never really stops till the end of the recording>
- E: You want the length you want to keep as much length as possible now I'll leave it long so I'm going to give you a bob I mean we'll style your hair in a bob that means that you're going to have it layered on the top just into one length.
(.....)

<TEXT SCC 26>

Conversation among friends recorded by V. Yankah. This is not part of the text collected during the fieldwork.

There are four participants in this discourse:

X: The research assistant; speaks about five Ghanaian languages fluently with Ewe as L1. His speech was not analysed.

V female Arts student referred to as Vivienne; Ewe L1 speaker.

S: Male a student of B.Com, Akan L1 speaker, referred to as Steve.

A- Another female Arts student; Ewe L1 speaker

(Possibly another female Z.). There is evidence that these participants are close friends. There is no IDS/any / on of the participants in this conversation but all possibly went to Type-B schools. Rough age estimate: between 24 and 30.

A: S. please come. +++ ah it's <laughter> okay. Say something and let's try it

S: Something like <laughing>

A: Oh, Steve, why?

S: It will spoil-o? Okay. Have you started, please.

X: You talk on. He say you should try it. When you start trying

A: Ee--

S: Okay. Then I'm calling for Ste- ei, I'm calling Vivienne - Vivienne! Vivienne!

V: Yes.

S: We are waiting for you; come.

V: Hi! Me naa I'm around.
<Some talk in Ewe>

V: But you are holding the mike as if you are afraid of it.

A: But don't you know I'm a er a village champion?

V: V.C.?

A: Yes. You know I come from --- <clearing of throat by one of the participants drowns speech.>

S: So you are + you are the VC of-of 3-304

A: 304. Yes.

X: You guys are lucky; they are going to renovate your + building for you.

A/V: Oh, how?

V: Do you call that renovation.

A: External renovation whilst we need internal renovation.

X: <U.S.>

A: More than the the external.

S: Why + why don't they concentrate on the new Site?

V: [external renovation.

A: The rooms are nasty. Ah!

X: Unfortunately they are not attending to Casford. I don't know.

S: But Casford-

V: Mmm, yeah

A: Mm, (it's true) It's okay. They should take it like that.

X: It's nasty. What do you mean?

- A: Casford is nasty nowadays?
- V: It's true.
- X: My hall? Wo boa koraa.
- V: E-e Casfordian.
- S: You were + you were --
[Any where I go I'm coming back to Casford
- S: You were at Casford?
- X: Yeah- any where I go.
- A: Casfo-ordians!
- X: Casfo-ordians!
- V: Why are you so proud of Casford?
- X: That is a hall.
- S: That place is a seminary.
- V: Every Casfordian is proud of Casford. Mighty Casford
- A: But Casford is mighty? Don't you know?
- S: No, Casford is not mighty; it's a seminary.
- V: I always tease A. and the + the friends.
- X: [the only hall you can go
to and get lost.
- A: And get lost.
- V: But people too have been getting lost here-o.
- X: Adehye <a lot of overlapping talk>.
- S: Yesterday + yesterday some students + came on
excursion and gos- and they got lost at Atlantic.
- X: Atlantic <O.S.>
- A: Oh, can't just get lost if you are in Atlantic.
- V: But you + you are saying this. Have you forgotten?
[
- S: I had to show them the
way.

- A: Oh when I was green.
- V: Aha! But they are also green.
- S: [Where green means? So you are now yellow-
- A: I even mislead a stranger here three days ago.
- S: [So you are now yellow.
- X: What happened?
- A: I couldn't take him to 327
- S: 327! You are+ getting lost on your own floor, your own floor!
- A: No-
- V: Her own floor-o, eh?
- S: You should be ponded, you should be ponded.
- A: The numbering here +
- S: [O-oh
- V: But this one is only up 312.
- S: O-o Let's- let's go and pond you.
- X: That reminds me, that reminds me. V., were you also ponded on your matriculation day?
- V: No, but the girls --
- A: Ponded?
- V: They ponded er Oguaa girls.
- A: Are they girls? They are ladies, please.
- S: Let's go and pond you, let's go and and pond you.
- X: Ladies were ponded but usually ladies are not ponded here.
- A: Oh yeah.
- V: They had wanted to introduce another thing altogether. How can you pond ladies? What for? +

X: [Some girls --

V: Me if I were a man I would even run away. How I fear water.

X: [One of the girls was telling me --

S: This ponding dee me.

A: Are you sure you can run away?

V: S, you were ponded?

S: Yes!

V: How was it?

A: [Are you sure you can run away?

S: I didn't like it koraa. <V laughs> I didn't like it. But you see the thing was my own friend --

V: [<sings "All we are saying">

S: My own friend was waiting for me over there so

A: Where? At the pond side?

S: [Where the + the + bus brought us to.

V: Yeah.

S: He was waiting for me so When I got down pe he said o this is the man wanted. If I have seen him then I'm okay. So it was my own friend who ponded me.

A: Ye-es. You also pond your own friend next year

X: [He were carried shoulder-high. You were carried shoulder --

S: Oh.

V: It's become a tradition.

X: That thing has always been a tradition.

V: Mm

- S: It's + it's got to <low>. Me I called his other friends "the man is in o let's go and do it for him"
- V: Yes he is in, the man is in.
- S: How they were sophos- + sophosticating other people. It was fine koraa-. When you go into the water they will pressing you inside there. Oh! Ah.
- <A/V laugh>
- V: Was it the drowning? Was it the drowning?
- A: You have reminded me of something <laughs>
- X: Where something means?
- V: That episode dee.
- X: Episode of who?
- V: I've got some huge -- <laughing>
- A: [Baptismal card episode. Baptismal card episode.
- V: I've got some hu-uge amount to declare.
- S: Somebody said he has --
- A: V, stop it.
- S: Somebody has.
- A: Stop it.
- V: And before long he found himself in the pond.
- A: [Stop it! Stop it! Stop that!
- V: I've seen you all <Laughing>.
- S: Who was that? Who is that?
- A: Stop it!
- X: But why, what's the secret?
- A: Else I will go and tell him.
- X: What secret are you -- <U.S.>
- S: Ee.

- V: When we came back from the matriculation there was a man.
- S: A man or a-a boy?
- V: A man!
- A: A man!
- S: Okay, okay.
- V: [He's doing his + postgraduate er what what.
- S: Aah. Okay.
- A: he had his first degree at Tech.
- S: Don't mind them. When they are at Tech and Legon they call us teachers--
- V: [You listen. You listen. You listen.
- X: (Finish with) the story
- S: Okay, you finish with the story.
- A: Let's listen to the story.
- V: He kept hanging on here patrolling our streets here <laughing>. He said he won't go; he won't go to the hall until they finish with the ponding. Ehe. Oh. ++ We were just here when
- A: [Even that day he was lucky. He received + a letter from + the wife
- V: [the wife. Ao sorry.
<pause during which they attend to the equipment>
- S: He received a letter from the wife that?
<They continue to attend to the equipment; A. sings: "All you are saying, don't waste our time">
- V: <speech is very low and so not intelligible>
- S: Is that + is that uh guy at Atlantic?
- V: Oguaa
- A: Oguaa.
- V: He said e + I've seen you all.

- A: [I've seen you all <laughs> I've seen you all. Say e Don't waste our time.
- V: And he said some amount of + money on me to declare.
- A: [I have some huge amount to declare. Kao kudi. <laughs>. Then a certain boy said kao kudi <laughing>.
- S: Mmh + and what happened?
- V: I couldn't stand to see the end of it.
- A: [I was standing there. He was telling a lie + he had no money on him. <laughing>
- S: And before he realised he was inside the pond.
- V: Ah with the cloth and everything.
- S: Cloth?
- A: he was struggling with arms everything.
- S: In the water? We have one man at Atlantic, on the day of matriculation.
- V: [One, two, three,--
- A: Wait, wait let me tell you something. In fact I can't just allow myself to be ponded by undergraduates <laughs>. Just because he is here for his PGCE.
- S: Oh you see the PGCE people dee if they are ponded a I + I like it.
- A: Why?
- S: Because +
- V: He said he had his ponding at Tech ++ So he won't allow himself to be ponded here.
- S: You see + no no no when, when they were-
- A: Where + where is the baptismal card?
- S: When they were at Tech and er Legon they were saying Cape Coast University dee ho don't mind them ho these teachers don't mind them. After your big

- university and so on + you come our small teaching work which we have been blessed with
- [
- V: Then you come here for the PGCE.
- S: But baptised him into the teaching profession. They should be baptised into the teaching profession.
- A: Yeah. Of course!
- [
- S: They shouldn't take it free like that. So for them dee that they should be ponded. Yes.
- V: Ah, that day how I laughed!
- A: Ten thousand times.
- S: We have one + one man at er Atlantic, very big man bi. He says he won't allow them to pond him. Because of his weight and so on they couldn't pond. He went in. The big men didn't come.
- [
- V: They couldn't?
- S: It was the small small boys who wanted to pond him and he refused so he went into his room and then locked the door, so the small boys too said if we cannot get hold of you and pond you in your ei in the pond we shall pond you in your own room.
- A: Ei.
- V: that's what they've been doing?
- S: And they went hwe they went for plenty water + poured everything in his room. So he had to come back + come out. He came out mom (but didn't pond be?) when he came out mom he was wet + and I am sure and I'm sure his bed and everything will be wet
- [
- A: Mm It was a waste of-
- V: Ee look.
- A: Yeah you see.
- X: You know, in Casford a rubber hose. If they want to pond you and refuse + you refuse, they will simply put the rubber + the rubber connect it and put it through your window or wherever and you are in trouble.

- A: I hear Casfordians didn't pond during our matriculation. (...)
- S: One thing with our B.Com is that we haven't got full-time lecturers.
- A: But you'll make it.
- S: Make dee we will make it mom but if we've got full-time lectures like other departments have a-
- A: They normally e their lectures during the week-end +
- V: A-ah, yeah, it's true.
- A: Saturdays and Sundays.
- V: It's law and other things.
- A: Even Geography students, eh.
- S: The situation of B.Com dee it's too wild. We have only one full- time lecturer who is also the Acting Head of the Department.
- X: Awuah B.?
- S: Professor Awuah B.
- A: Eeh.
- S: The rest of the lecturers are either T.A.'s or er +
- X: <U.S.>
- A: We don't encounter any problem as yet.
- S: At our level?
- A: Mm + Initially.
- S: [Okay, at our level dee the T.A. is okay + but when you go to third and final year and you-
- A: [But we are pressing our Head of Department to get us er er a lecturer to take us in-
- S: [You see if the school had been at say Takoradi a the problem of B.Com would've been solved (a bit late).

- V: Why?
- S: Because at Takoradi we have a lot of business u-uh men there --
- X: There are a lot of buisiness + men
- S: like chartered accountants and so on er people say-
- A: But Takoradi is not far?
- S: Aha-a These chartered accountants you don't know, you don't
- V: [Ei,
can you pay them?
- S: know them; how they can bluff.
- A: Chartered accountants! They must be chartered.
- V: Yes. + That's the course D. is doing
- S: [A-ah hwe. One man is lecturing, one man is lecturing the --
- A: < u.s>
- S: is lecturing the third and fourth year + year students. They had to go to Takoradi- <The recording ends abruptly is followed by a recording from television of a current affairs programme>.

<TEXT SCC 27>

This is a conversation among three friends waiting for a fourth one, Felix. Eddie (E) is the same person in Text 25, Rachel (R) is an Ewe L1 speaker who attended a Type A secondary, David (D) is a Ga L1 speaker. He also appears elsewhere as the representative for the fourth year at the Joint Consultative Council of which he was the secretary and one of the speakers at the Casley Hayford Hall memorial Lecture where he introduced the Chairman. All of them are about 26 years of age and in the final year.

Rachel was going to model different hairstyles which were going to be photographed by Felix, but Felix was late in coming, so they *filled* the time by talking.

The numbers enclosed in < > refer to the tape counter.

<Laughter from David>

D: Who says it shows?

E: It doesn't show.

D: She's only + she is only raising hell about things which are not present <silent + O.S.> Felix.

R: With names you can say any thing.

D: You are crazy.

R: It's true with names you can say anything o:

D: Are you sure?

E/R: Yeah

D: <O.S.>

R: Like Thomas it's supposed to be pronounced *Tomas* but a lot of people say *Thomas* and it's your name so if you want to be called *Thomas* then that's it.

D: When people call your name + pronounce your name
rahel ----

R: That is because it is MY name so I have a right to tell you how I want you to pronounce it.

D: <O.S.>

R: I know + I have a friend called *DEborah* right I have another friend called *Debo:rah* and she wants to be called *deBO:rah*.

E: *deBO:rah*, yeah.

D: And they have the same spelling?

E/R: Yeah <D laughs>

R: called *De'bo:rah* and the other one insists on *DEborah*.

D: Okay I know a guy called <interrupted> listen I know a guy called *Davy*, *Davy* and I thought his full name was *David* so he said no his name was *Davy*.

E: Actually it's just like mine my real + name is *Eddie*.

R: A:h?

E: Yeah when I came to this school they put *Edmund* on my forms.

R: Mmm

E: It's only *Eddie*.

D: But *Archibold* <O.S. by D and R>

E: I thought it was just *Mandy* o:

R: E:h me to o: <O.S.>

E: *Samantha*?

D: Samantha will be Sammy.

R: a funny name.

D: some people ask me why <interrupted>

E: Somebody I think is <O.S.>

D: Some people ask me why I refuse to be called David and I tell them I'm so unused to the name --

E: Why?

D: No, see --

E: What do you call yourself?

D: AKO

E: Is that right?

D: Yeah

E: Don't you call yourself David?

D: Well when it + will + on formal occasions I have to
<E/R O.S.>

D: Ah well yes but I mean I mean it's the normal
(happenstance) if I mention my full name people take
my middle name instead of the first.

E: Which is the middle name?

D: Ako

E: Oh okay

D: But I always write my name in full David Ako-O

E: You write David Ako --

D: Odoi

E: Yeah so they take the David they er don't take
the --

D: No they take the Ako more than the David.

R: Are you sure?

- D: I'm positive + <O.S.> everybody + people who know me who knew me called me Ako ++ <O.S.>
- R: <O.S.>
- E: That's right.
- R: Fine it doesn't matter (but when you give them your name you make it strong).
- D: Go ahead and make it and let us <O.S.> become a model instead of being at school
- R: I'm too fat I'm too fat
- D: instead of being in school wallowing in literature and English language.
- R: I'm too fat I am too fat and short to be a model
- E: Oh don't make it sound so bad.
- D: A:h
- R: It's true!
- D: You're crazy you're okay.
- R: It is true
- D: You're okay you can slim down.
- R: Look when we finish <O.S. by R and E> you listen I went to this guys shop he has <O.S.> I wanted to wear it but (...) and have this show room right
- E: Yeah
- R: Like I was
- E: (...) so badly
- R: <O.S.>
- D: But this guy is taking so much of my time I'm interested in the picture.
- R: <O.S.>
- D: He chooses to be <O.S.> but you have the camera here don't you?
- R: No:!

D: It is with who?

R: Felix <O.S.>

D: You want to have yours done?
<laughter from all>

D: I will NEVER use perming cream + I like my own short kinky hair.

R: (...) and then comb it and then wash it (...) out this will relax your hair a bit.

E: E:h

D: You see, my hair when it gets to this length eh then it becomes a (...)

R: Ei won't Felix come? <low tone talk>

E: He is here now (...)

D: Hey Rachel er that lady at Labone is she your sister-in-law or your sister?

R: Erm she is a close friend but she is more than a sister.

D: I see.

E: I thought (...) she was expecting again. <section in French ca 77>

E: How many has she now?

R: Two.

E: Oh only two that's alright <O.S.>

R: Ei she's finished.

D: Oh no!

E: I hope you won't do that too.

R: Why?

E: You so two and then say that you have finished.

R: You people how many do want to have?

D: //Three

- E: At least three.//
- R: Why at least three what is the (danger) in having two?
- E: You know what happened to Optic Somia remember?
- R: What happened to her?
- E: When his two children died and they had sterilised themselves + and you know you could lay eggs in one basket at a time when you can't lay any more eggs.
- D: Hahaha!
- R: It's true you know <O.S.>
- D: Rachel I thought that (...) house was your home.
- R: Yes it is
- E: But SHE is staying there?
- R: SHE's staying with us.
- D: A:h oh rather.
- R: E:h <O.S.>
- D: Oh I see.
- E: (...)
- D: I thought she was the lady of the house
- R: No:
- E: There's nobody in that house --
- R: She happens to be the lady of the house now because nobody stays there she's become permanent +
- D: Okay
- R: whatever in the house.
- E: The house is what do you call it +
- D: The house the house
- E: more of a guest house

D: the house the house is gorgeous.

E: Yes, it's a lovely house.

D: Look I <O.S.> I just couldn't // sit down when I was asked to.

E: It's just like Susan's near Susan's house near// (...)

R: Have you come to my house before?

E: No you showed it to me once .

R: When?

E: You told me that that was your house

R: Where were we?

E: Oh last year

R: WHERE were we?

E: In school

R: Mm?

E: You pointed it out to me

R: Mm?

E: Yeah so one day I just looked

D: (...)

E: It's a white house is it a story building?

D: No

E: But next door to a storey building which is kind of

D: Opposite the storey building.

E: // Oh rather

R: opposite the//

E: After the corner, after the bend?

D: Yeah

E: So your house is // on the left hand side near Michel's house

D: near the --//

R: Exactly. <O.S.>

R: When you're standing in front of --

E: yeah

R: Yes! <a response to a call from outside>

X: <speaking from outside O.S>

R: Stella?

X: yes

R: I + I've got another one.

X: Okay.

R: Thanks a lot.

D: <Mimicking> Thanks a million.

X: Eddie!

R: he is not here <conversation resumes in low tone probably about X>

D: This is outrageous.

R: <Shouting> STELLA! STELLA! Eddie is here he just came.
(...)

<D Laughing>

R: Stella Stella

D: (...)

E: She's gone has she <O.S.>

E: It looks nice (...) on you

R: How will I put on this?

D: Rachel it looks like your stomach is bloated out.
<Laughter>

R: // Why? ah

E: Let me look at you.//

D: Ah oh okay

E: What is it for?
<D continues to laugh>
<O.S.>
<115 David starts singing>

D: Ei Eddie is that --

R: Is it the mother or?
(...)

R: I thought I was very sure .

E: I know. How (...) I can see you through the dress.

R: If I take a picture like this my (...) will be shocked.

E: Shocked?

D: Rachel and (...) were coming abroad they were coming to Cafe Top I was at the counter you know.

R: That was some + Sky Hawks

E: When was this?

D: First year

E: Oh okay yeah

D: (...)

E: The BRAT.

D: Who is called Brat, Rachel?

E: Don't go and ruin you hair in the process
<commotion>

R: (...)

E: May I have a spoon?

D: But you said you were going to buy the kenkey from downstairs?

- R: I went + I went when I went down the kenkey wasn't there.
- D: You do us a favour.
- R: Are you joking?
- D: Oh come on I can't do without I'm tired. <silence> Ei boy come and do my hair.
- E: Shut your trap.
- D: Are you asking me to shut my trap watch --
- D: <162> Ei Rachel when are going to have the next party?
- R: In this room?
- D: Yeah.
- R: You + you haven't heard eh? we only have parties in (...)
- D: <laughs at response>
- R: Because of that party eh Adehye Hall girls nearly + put me on the er what do I say // surgical table or what.
- D: Let <O.S.> surgical!//
- E: Yeah I head that.
- R: They nearly cut out my entrails o:
- E: Yeah Rachel told me that.
- R: Mm
- E: The face-to- face
- R: Mm
- E: It turned out to be eye to eye <laughs> eye-ball to eye-ball.
- D: Ei me:n
- R: Ehen they said I wasn't supposed to have a party and I disturbed and just because they were jealous I didn't invite them.

E: But tell me Rachel

R: Mm

E: Did you

R: I DID + you heard erm and they even asked if I had a white wall in my room and I said no I had a lot of (...)

E: (...)

R: E:h

D: Sorry what did you say I can't hear you the music --

E: Stop shouting!

R: I said they were jealous because I didn't invite them.

<TEXT SPS 28>

Welcome address of Casely Hayford Hall Memorial Lecture, 24/2/90. Spoken by a male student (S) without notes. The audience is made up of both students, especially from Casely-Hayford Hall and non-students (i.e. members of the staff and other guests)

S: We (can see that) that the programme has started not at the right time + that is to say that we are a bit late and I'll therefore apologise for the lateness. That is the speakers were here before even the + the audience, so I'll apologise on behalf of the JCR and the entire students. + From here I'd say that + this pro- + function is a grand one it's + and it's a distinctive feature of the Casely Hayford Hall week celebrations. I'd therefore welcome all of you to this august function and that you all relax in your seats and listen to whatever stuff so that before you go (up) you will be equipped with the facts about the summersaults that the education system in the country now is going through. So keep relaxed in your seats and you will hear a lot about Casely Hayford mem- + you will hear a lot from the Casely Hayford Hall Memorial lecture, which has been instituted to honour the honourable J.E. Casely Hayford he who + who after whom we have named our great hall. Ladies and Gentlemen relax and before I sit down, I'll call on David A-O the hall secretary to introduce the person in whose hands we have the steering wheel for this august function. Thank you. <Applause and pause as next speaker takes over>

<TEXT SPS 29>

The second speech of the Casely Halyford Memorial Lecture read out from notes by David O-A. the hall secretary who fetures in other previous texts>

D: Honourable Guests, Councillors, Ladies and Gentlemen, My Friends, I am highly elated to be with

you this morning. Horatio Nelson , a famous British admiral at his last naval battle said and I quote: England expects every man to do his duty unquote. So I'm here to perform a duty. If we assume that this auditorium is a ship then you all will agree with me that we need a captain who will ride out the storm steering the ship which we are travelling on to its logical conclusion ++ We have here such a man. He was + a casfordian and after the completion of his BA degree he taught briefly at Mfantsipim School, Cape Coast. he then proceeded to the university of Michigan, Ann Arbor <Americanised pronunciation> + to pursue an MA course specialising in History + I mean American History. he is currently a lecturer at the history Department in this university. Ladies and Gentlemen, I'm talking of no other person than Mr Isaac Prah, the Hall Warden of Casely Hayford hall. <Applause> Mr Prah, your chair. Now let me conclude by again quoting Horatio Nelson, who said Thank God I have done my duty. Thank you very much.

<Applause>

<TXT SPS 30>

The third speech of the Casely Hayford Hall Memorial Lecture delivered by the President (P) of the Hall mostly from a script.

The line breaks correspond to main pauses which may or may not signal changes in topic.

P: Mr Chairman, before I go to say anything I must say I'm really sad + with this morning's attendance. I begin to question myself (thus) What kind of graduates do we now have in our educational system? Is it that we are interested in programmes that will entertain us? To my mind this is the most important + of all the programmes that we had for this year's celebration. It is my wish that subsequent lectures would attract more people than we see here. I however thank those who have made time to attend this morning's lecture.

My Chairman, Honourable Guest Speakers, Hall Councillors, Distinguished Ladies and Gentlemen,

Fellow Casfordians., I regard it as a rare opportunity that I should I give this year's presidential address. Rarely have I had such courage to face so formidable an audience and of course never so formidable an occasion as the 10th Casely Hayford Memorial lecture. An address of like this by every + Casely Hayford president is a landmark in his term of office which makes him feel that at long last he has reached.

J.E. Casely Hayford, the man in whose honour this annual lecture is organised, is somebody I describe as a man of vision and faith. The Chairman has elaborated + the history of Mr Casely Hayford. I shall only attempt to add a little to what he had already said.

He was born on September 28 1866. His Fante name was Ekra Agyeman but he rarely used it. Casely Hayford was an ardent nationalist politician and a patriot. Amongst the first things he did was to prove to the British masters that though they were inferior in several ways they were capable of advance + advancement in material civilisation and intellectual attainments. he laid great emphasis on formal education. his plan, mr Chairman, + was to have an educated intelligentsia comparable is achievement to the best products of the universities of Europe, America and Japan. This is given in his book 'Utopia Unbound'. C.H. Horton and Blyden were the three Africans who advocated the establishment of universities + in West Africa. It was he who hatched the idea of Mfantseman national university which never materialised but continue to exist as an excellent secondary school in Ghana of which I am a product. <Applause>

Casely Hayford died on August 11 1930 after 34 years of strenuous political activity. unlike his other contemporary nationalists Casely hayford's name has not been commonly in the minds of the average Ghanaian. it is for this reason and his belief that this lecture has been instituted. The theme for this 10th annual Casely Hayford memorial Lecture is 'Education in the Contemporary World Situation: the Ghanaian Experience'.

We have in our midst two distinguished guest speakers to touch on some aspects of the theme. Mr J.M. D. Director of the Institute of Education for Planning and Administration, the University of Cape Coast, is speaking on the topic 'Financing of Tertiary Education: Possible Alternative'. Mr J.A.K.F.,

Central regional GNAT Secretary, speaks on the topic 'The Professional Teacher and Educational Reforms'. Mr Chairman, questions that might cut across the minds of the audience as they sit could be What is education? Education for what? What is tertiary education? Whose responsibility is it to finance education and up to what level? Any attempt to probe deep into any of these questions could be likened to the Akan proverb of a small boy meeting the drummers who were coming to perform in his father's house halfway in the street. It will, however, Mr Chairman, not be out of place to scratch the back of a few of them. As we all know education has the formal aspect as well as the informal aspects. The formal aspects which this lecture thrives much on basically involves systematic training and instruction, especially of the young in schools. It is a common fact that no country can afford to neglect education which is the tool that moulds its people which are her raw materials for national development. The pace at which the developed nations are moving, (it's own that needs to create cheer in us). This is attributed to the nature of their educational structure. Though education + through education we could reshape our social environment to accommodate those factors that promote the competences of the children of the developed countries.

Mr Chairman, may I ask the question that: is there any body who could disagree with me that is essential for reforms to take place in our educational set up? 'No' should be the answer. Even Britain, a conservative country, is reforming its educational structure. Japan and America are no exceptions. But the multimillion question is 'How favourably disposed are the citizens of Ghana to our educational reforms?'

One nagging problem of today is our lack of money. Almost every country in the world today is facing some form of economic recession. Who then is finance education? In the face of this financial constraints to the idea of loans was mooted and rejected by British students. Ladies and Gentlemen, it is a bare fact that Government expenditure on education is very high, in especially the tertiary institution with the three universities falling victim to this. It is also evident that there has been a reduction in income from the traditional export commodities like cocoa and the like.

One also + also ask that: 'Are parents in the position to finance their wards' education throughout? Also will it be possible for a single body like the SSNIT to provide loans to provide tertiary education for the coming years? It is my belief that the answers needed to some of these questions and others go in to justify our attempt for choosing this theme.

How favourable is the professional teacher disposed to our current educational reforms? Finally, it is my appeal to the Government that adequate discussion should be opened on some of the issues that might arise from these topics. I shall also plead with the government that implementation of some of the reform measures should be done on a much more gradual pace for the average Ghanaian parent and student to safely fit into it.

By now, Mr Chairman, many have begun to feel that I have done quite enough preaching for the moment, and come to think of it I am inclined to agree, but while I still have the floor may I seize the opportunity since it may not occur again during the celebrations to express publicly my sincere (gratitude) to you Mr Chairman as warden of Casely Hayford hall and through you to the University administration and individuals and firms like Mr Harry Sawyer, Simms Electrical, Guinness Ghana Limited, Dan's Paradise Hotel, Ladies of Adehye Hall and particularly my own Casfordians for making the hall week of which this lecture is a part a success. Mr Chairman, I am done. Thank you. <Applause>

<TEXT SPS 31>

Vote of thanks by Amelia Q. (A) of Adehye Hall during the Casely Hayford Hall Memorial Lecture. The choice of speaker reflects the long-standing special relationship between the two halls.

The initial words were not recorded.

A: (....) On behalf of the Hall Warden, the Hall Councillors and the entire members of the JCR of Casely Hayford Hall I wish to express my sincerely

thanks to all, especially the Chairman who despite his heavy schedule was able to come to chair this function to make it a success. And then all our guest speakers, Mr Frimpong and Miste-er from IEPA <laughs> we are very grateful and we know next time we call on them they will come to grace the occasion. Finally, I say a big thank-you to my fellow students to for giving a + a their cooperation. (We) hope to see everyone here next time + next year same time. Thank you.

<Applause.>

<TEXT SPS 32>

Speech by Thomas P (T), the President of the SRC, on the occasion of the release of Nelson Mandela, partly read from script and partly ex tempore.

The audience was made up of both students and non-students (i.e. members of the academic staff and other invited guests from outside the university. The function was held at the Auditorium which is the main venue for important function in the university such as graduation and matriculation.

The line breaks signal major pauses which may or may not indicate a change in topic

T: It's a great pleasure to have this opportunity of addressing you very briefly on this issue. As it has been mentioned by earlier speakers it is a wonder that has been of tremendous importance both in the international, continental, national and local context. It has been important because it has represented a struggle of a people committed to what they are sure is justice, dynamic enough to initiate steps to bring about their own salvation and committed enough to carry things through to that conclusion. + Aa mu thanks go to the Chairman for introducing me in such terms. Unfortunately, we have

missed one speaker who due to circumstances beyond his control has not been able to turn up. but I shall try as briefly as I can to recount the historical background of the struggle in South Africa to illustrate the commitment that the people of South Africa have had and which has borne fruit in the release of Nelson Mandela.

The struggle for liberation is not one that is isolated in South Africa but is usually engendered by situations of conflict. The inner desire for freedom is part of every individual and finds fruition in its achievement. I will go back to 1650 when some Dutch merchants on their way to Indonesia were shipwrecked. As a result of this shipwreck they had to find refuge somewhere. that somewhere happened to be unfortunate South Africa with a magnanimous indigenous population, a climate clement to the visitors and economic environment able to maintain a very high standard of living for all. When these sailors got shipwrecked they were offered hospitality by the original or the indigenous population made up of Xhosa, spelled with an 'x' of course, the Tswanas, the Zulus, the Bantus, etc.

As a result of this hospitality offered to them the visitors felt that they had found heaven. They have found heaven because the climate was suitable to them, was close to the Mediterranean climate and as a result of that they embarked on a programme of territorial expansion through a period of movement inward from the coast. They tried to annex geographical areas of South Africa and as a result of that kept pushing the blacks inwards. The Dutch were not the only inhabitants or visitors to South Africa. The British also visited South Africa on trading missions. They had a superior marine force eh they a superior armoury and for that matter were able to push the Dutch further out ward. As a result of that the Dutch felt (cultural inferiority) and vented their spleen on the Blacks by pushing the Blacks also further away.

To begin with life was symbiotic but later on they <hesitant> decided to take all the fertile lands + all the fertile lands which were available in South Africa and push the blacks onto the infertile land because they could not withstand the efforts of the British.

It is pertinent now to know that South Africa is very richly endowed with resources they have a lot of resources in terms of wool and fruits which they

even export <hesitant> + wool and fruit. They also have fishing grounds close to their (...) they do not have many natural harbours but close there, the few that they have they have a lot of <hesitant> expensive, if I say expensive I mean economically exportable fish. They produce 70 percent of the world's gold output outside of the USSR. They produce a very large proportion of the diamonds and they produce a large proportion of almost all the important minerals used + erm nuclear research, they have platinum, manganese, rantedium, uranium and asbestos. These are all very useful minerals. Karl Marx whom some of you may be familiar with has postulated that economic determinism is the basis for human existence in a sense that is the struggle to control economic resources there is always conflict. South Africa is a typical example of this and portrays this principle accurately.

When the Boers took over <hesitant> starting taking over control of these resources many wars were fought and before the (World war one) World war two and Cecil Rhodes, I think Rhodes should be familiar to those who have visited Rhodesia <hesitant> Cecil Rhodes and his arch imperialists tried to build railways and other infrastructure to make more accessible to themselves the wealth of South Africa. This did not go well with South Africans and they acquired the conviction that they have make some show of resistance. For this reason in 1900 some enlightened Africans within South Africa stepped in and originated the African National Congress and a delegation was sent to the English Prime Minister <hesitant> to seek redress to this very (disparate) distribution of South Africa's resources. I am drawing your attention to the economic determinism in the sense that to date it is the primary fundamental factor governing the control of South Africa by the Whites +++ having been driven out of the area + the Boers ++ felt they needed to combat this and fed their egos by subjugating Blacks +++ and control about 70 percent of the land with about 15 percent of the population of South Africa.

So in this respect by 1980 3.2 percent of all African children were in school whiles 32 percent of white children were in school ++ 32 percent of Africans were in urban centres and 87 percent of Africans of whites + sorry were in urban centres.

All important positions belong to whites followed by Asians, followed by the coloured and last and least, Africans. A conscious attempt was made by the

Nationalist Party of South Africa in 1948 ++ to maintain the status quo and establish a formalised apartheid system + a formalised apartheid system. With this system, there was segregation in society, travelling, all forms of action, movements, mixing of Blacks, and whites, usage of trains, shops, beaches and other things were proscribed in the sense that Blacks were not required under any circumstances to mix with whites. As a result of this attempt, there was the creation of Bantustants. These Bantustants were created to give a semblance of independence. I give an illustration. We in Cape Vars are made up of four halls. if Oguaa Hall decides to take all the food in the dining hall and if Casford, Atlantic and Adehye decide that they do not understand we would say we of Oguaa would say that look after yourselves and then we will give Casford that marshy space between the Vice Chancellor's lodge and Casford we will give Adehye hall two ponds at the Science faculty and then we will give Atlantic Hall a portion of the sea sand. This is not independence, unfortunately this is what happened. As a result of this the consciousness of South Africans was raised and in 1952 the African National Congress decided to start breaking laws peacefully ++ by marching, by shouting slogans and by sending delegations to the government. This was to no avail and in 1955, under the chairmanship of Albert Lithuli a freedom charter was promulgated. This represented an approximation in an African context of the bill of rights of the USA. Freedom for every individual and equality +++ It was to no avail even though the Black population found it very appropriate and interesting. In 1956, as a result of some peaceful demonstrations which were held in Cape Town and other places ++ 156 were awarded + eh were arrested and kept in cells till 1961. At that time the leadership was a little bit weak and there came about the formulation of PAC Pan Africanist Congress under the leadership of Sobakwe +++ Realising that conventional methods of protesting were proving ineffectual, in 1957, Black bus conductors, black passengers conducted a bus boycott. They did not use the buses. And in 1960, due to the promulgation of the Pass law system where every black citizen was required to produce a pass before moving from his locality, led to violent protests and the death of many people. It is history which you know it is Sharpville + Sharpville massacre needless to repeat over here. This resulted in the banning of the ANC. Since 1960/61. The Pan African Congress had to take up the mantle +++ the student front is a very important aspect of every struggle. South Africa is

no exception. Due to these problems a unit was formed in South Africa called Umkowitz Uwesinze and this represents the sword of the people, this means the sword of the people. Another was formed called Pogo, not poko like the poko we eat but pogo which represents 'we stand alone'. These were pressure groups made up of students living in South Africa and exiles as early as 1960/61 and they also embarked on a lot of the demonstrations and there was considerable unrest. At this time our good friend whose release we are commemorating today was taken for trial for being part of demonstration and for expressing anti-government sentiments.

This trial took place in Rivonia in 1964 ++ and the circumstances that led to the trial included the fact that the police had been given increasing powers to detain and torture blacks for almost no reason at all.

In 1962, the police were given a maximum period of twelve days ++ to incarcerate any Black that they felt was exhibiting suspicious conduct. As to how they determine suspicious conduct, I cannot tell ++ In 1964, it was extended to ninety days and our good friend Nelson felt that something had to be done. In 1969 ++ it was extended to 180 and in (1968) under the bureau of state security it was made indefinite.

The struggle continued and in 1973 there was a serious mine workers strike throughout South Africa. I have already established that economic resources in South Africa are predominating in the mineral division and if the mines go out of production it implies a serious problem for South Africa. This mine workers strike received attention, but not enough, so the unrest continued. Meanwhile, South Africa has eh petroleum resources and in 1969 there was a big explosion at a Sisal South Africa State Oil Refinery which was organised by the indigenous South Africans under the ANC and the PAC. The ANC has been in existence ever since it was banned. This is paradoxical but true and they organised this strike.

At this stage mixed marriages were forbidden, there was an immorality act for Blacks where immorality could be interpreted in terms of the white authorities. If you go and urinate on a piece of grass which they feel is not to be urinated on, you have acted immorally. There was a population registration act. There was a group area act where

you were not required to move out of your area without express permission by the police ++ there was a separate amenities act and even in church Blacks had separate seats, separate facilities, separate collection boxes it (was) collected separately and they receive presumably separate blessings, I don't know.

(...) The Bantu Education Act of 1953 was still holding. (...) University education was subjected to apartheid. And the notorious suppression of communism act identify any act by any black deemed unfit to be an expression of communism and punishable by the white authorities. And also a certain number of commando forces. There was the witch commando. It was made up of whites who were seriously bent on maintaining the image of white supremacy. It was (an) approximation of the Klu Klax Klan. And it had its feminine component - Casford and Adehye - the Capi Commando, this was the women's wing of the witch commando or the white commando which went about destroying Blacks, and destroying Black gatherings in the interest of white supremacy +++

Cosmetic reforms were therefore brought into place to replace some of these things. Hence long term leases were given to Blacks, some Blacks, to hold lands at specific places. This is important because it was like being in Ghana and a British Man will come and say rent Cape Coast Chowd for so so and so number of years. It was merely cosmetic reforms but the the control was still there.

The Bantustans were created. They were made up of Bophutan, Tswanaland, Transkei, Venda, Cieskei province and Kwandebele. it was a mockery of an enclave because it was made of the Sahara of South Africa. They were given independence knowing that they would have to come to the rich provinces which they owned for any (sustenances) that they needed.

From December 1984, Cosatu realised its labour consciousness - Cosatu represents the labour union of South Africa and asked for the repeal of pass laws which were in place and also agitated for the release of Nelson Mandela on the 25th anniversary of the Sharpville massacre there was a demonstration at Port Elizabeth and the police fired on the demonstrators killing twenty people. Immediately, there was an excalation of riots which was under the circumstances understandable and between 1985/86 there have been eight thousand arrests and nine

hundred fifty-seven deaths. This is the official statistics or these are the official statistics. As to the unofficial statistics, it is likely to be much more.

There had been so many anti-apartheid resistance groups within the context of the last ten or fifteen years. The United Democratic Front is one and most of the Churches in South Africa have begun to express their dissatisfaction with the apartheid system. Bishop Desmond Tutu is the name that is most probably familiar to all of us.

As a champion in the Anglican Church he is the Archbishop of Cape Town. Alan Boesak, the Alliance of reform Churches is a champion of anti-apartheid. And they have all asked for a uniform document to govern all those who reside in South Africa to have equal access in South Africa to the economic resources. They do not understand why a Black should earn one-tenth of the salary of a white when they do the same job, go to work at the same time, close at the same time. To date + there has even been a lot of external resistance to the extend that even musicians like Miriam Makeba, Paul Simon have been reacting strongly against apartheid. Paul van Slambert, these are all names that we know.

Time is far spent I wouldn't talk much about them. Winnie Mandela herself that is Mrs Mandela, Mrs Winnie Mandela, Oliver Tambo who himself has been in exile as chairman or president of the ANC but has been fighting from outside ++ South Africa. 'Amandela' has even been in Ghana. These are all expressions of the antipathy which the Blacks of South Africa have for the oppressive regime of apartheid ++

Apartheid enjoys a lot of US and UK support. This is because of the economic resources available in South Africa. Despite this pressure from these international powers to maintain apartheid, it is being dismantled gradually because it is against natural logic.

You came to a country and you were given hospitality and then you decided to take over the country, take the cream of (the crops and handle the country).

Karl Marx has his own views ++ Dr Atta B. has his own views, 'Captain Boka' has his own views but there is one truth that is truth shall always stand. No people worth their salt will stand subjugation

for ever. I am inclined to believe that perhaps transposing a Ghanaian society into the South African context the reaction to such subjugation might have been different. However, it is now up to us, looking at the historical development of the South African issue and apartheid to examine ourselves and to realise that we have a duty to ourselves. Many may ask what is this man talking about somebody's country doing? But then it has a significance. At this point, believing that we are all at least at heart social scientist who believe in empirical verification, intellectual analysis of data, conceptualisation of issues and sober contemplation to arrive at cogent and syllogistic conclusions, I will leave you to my honourable secretary to look at some issues which may affect us in our context and which relate to South Africa. Thank you.

<TEXT SMT 33>

The Joint-Consultative Council in each department at Cape Coast University is made up of both students and academic members of staff. At its meetings held once every term students are given the opportunity to air their views concerning a wide range of issues including problems with particular lecturers. The meetings are chaired by the head of department (H) or a lecturer (L) appointed by him, but the minutes are taken down by a student secretary.

Before each meeting representatives from all the year-groups - called Reps (R) - are sent a notice and asked to consult with the other members of the class so as to collate their views to be presented as class reports. These class reports, which are usually presented from notes, are, therefore, supposed to represent the collective views of the classes, but sometimes this is not the case.

The opening speech by the head of department
and many of the other speeches by the non-student members have been omitted as these were not analysed.

R1: With the first years, one of our main problems is with the English literature class. The students feel + we have not been referred to any commentaries to help us understand the books ++ so apart from what the lecturer gives us in class, there is nothing

more to supplement it ++ In the language class, there are not enough books in the library. For instance last week, we had an assignment to write. The books which we were referred to, there was only one copy available (...) Most of us couldn't have access to it.

<ca 270-390 response by Head of Department>

R1: Our problem is we tend to reproduce what the lecturer gives us because it is about the only thing that we have.

H: But have you consulted the lecturer?>

R1: Yes, she gave us the reason just as the head of department has given us.

L: how did she know?

R1: We talked about it in class.

<406-432 talk by lecturer not very clear>

R4: When students consult commentaries, they have the tendency of reproducing exactly what they read so that is why some lecturers don't endorse the idea initially.

H: (.....)

R2: The class recognises that + the one hour period for literature is quite inadequate because so far even though we've not missed any lecture, we've not done much in literature. So far we've not treated anything on + prose and drama. So the class suggests that the department finds another period for our literature. And also the problem of textbooks + we've realised that the books recommended ain't available. so we feel that if it will be possible, the department may make photocopies of the reference books given to us. For instance 'Edufa' and + No Sweetness Here'. Actually the class is prepared to buy them if the department is going to ask them to. And also with examinations the class appeals to the department especially mid- semester that any time there is going to be a mid-semester exam we are informed earlier. Actually the mid-semester we just had this morning it was to the inconvenience to most of us because through out the week, we were + we had so many assignments to submit and also we were (.....) So the class is of the view that whenever there is going to be a mid-semester we are given at

least a week's notice. And also one thing that we have debated in class very well and the class asked me to raise it up here is the class relationship with our lecturer, Mr Gogovi. The class actually says they don't feel easy at all when they are in his class. And that we are appealing for a + better personal relationship with <U.S.> These are our problems. <Long pause after previous speech>.

<Head of Department's response not transcribed>

R3: We + have come out with four main points. To start with we want to talk about this classroom, The classroom here is + a little bit out of the ordinary for a university classroom. The room more often than not is very dirty. We would have probably sort of at times come in to sweep the whole place + but then this issue of 'we are university students' is coming in but eh we often feel that + or else we at times feel that this place is somebody else's responsibility. Somebody is probably paid in the university to get this room ready before classes begin. And often you come to meet that the place is not ready for classes. In addition to the dirty nature of the of the classroom the room is terribly hot and any time we have lectures + as at now those of us who are sitting here we are a little more comfortable than those of you sitting on the stage because that place is very hot. About a week ago I had the chance of giving a tutorial there and by the time I finished my shirt was + drenched. <Laughter by all> So + we would like to have some fans if it will not be too much fixed in this room. And also that the room is whoever is responsible for the place is made to actually work. So we can get this place look like a university classroom. The desks and especially the chairs I don't know whether it's only the English people have chairs and things like that, but I think the university can give us better furniture. That's number one. Then we are also thinking about this issue of eh + our examinations. To start with this semester the English major students are doing twelve credit points + instead of fifteen. We learn that the education people will be giving us a course which will give us three credit points but to date that course is yet to start. And when the time-table was out this week we realised that the very time we had English methodology and education measurement and Evaluation and now we are beginning to get worried as to what we are going to do to retrieve these three credit points. + We like to put this also across. Then we have this issue of our examination results, We learn from the computer

room that students are not supposed to see their exam results from the departments. They should only come to the computer room to sort of get their results but a case in point is one of us made a 65, in fact, which is a B plus on his exam script. In the computer room it's been typed fifty-five so that is a C. Now if we actually have to rely on the computer room we are afraid that some of us are going to get some raw deals + so we would like this to be resolved so that as much as possible students have the chance of getting to know what they do in their departments in fact we have to give the credit for eh English department any way that most often than not we have assess to some of our marks. But the computer room made us to understand that it is abnormal, We shouldn't have been doing that. And we still have to let them know that we ought to see our marks. In addition to that we also like to get our tests I mean our terms essays returned to us as early as possible + there are some term essays we are yet to see right from the second year. At times we like to see these essays the way they are marked so that it helps us to plan fort our examinations. There are time when we get the scripts after the exam. Only to have realised that we have made the same mistakes in what we have written. And it put some of us in some awkward situations because we would have done better if we had seen the feedback. So we want that to be done for us particularly before examinations. Our fourth point is this We have realised that there is need for more interaction between students and lecturers in the English department + Ever since we came to this university that is there has never been any meeting of the English department Say all the students coming round at least once a semester so that we get to know our lecturers even better. I think + our second year friends might not have come with this issue of Mr Gogovi not eh having good personal relationship with them if we had a meeting. Because at that meeting the students will have the chance of seeing something else of Mr Gogovi apart from how they see him in the classroom. (Those of us in that one particularly have made Mr Gogovi one of our key lecturers) in the fact that he comes to the classroom and even sits on the table and uses his <tail> to write things like you use your <tail> to drive cars etcetera and we have lots of jokes to go and crack about it because he interacts very much with us. So we would like that to be extended to the whole department so that at least once in a semester the whole group comes around "Yes what are your problems" <rising tone> Here students will have that

freedom to talk freely about some of their problems. And I think that this is the English department and we have to learn at least one or two conventions about + meetings like this. Honestly when we meet in our schools we'll probably be in positions where you are made you are called upon to make a speech and then you have a (...) English at a university and a common etiquette of addressing people at a university probably you don't even know. And you are the English master probably head of department <laughs> you make a fool of yourself. So we want us to come together from time to time. At times some one even gives a speech this is how you do it. This is what we want to say.

<Head of Department's have been omitted>

R3: often we come back before we are given the lists of reading books <U.S.> So we wanted to appeal that before we go home the textbooks lists are given to us so that when you go home you can find the textbook to buy before you come back to school.

H: I think that is a very good suggestion ...

R4: The bookshop determines the prices by the rate of I mean how much students buy. If they have let's say about ten copies on the shelf and notice that in a single day all the ten copies are bought they know that students want the books so they just push the price a bit and people still buy them. Because we buy the books and we knew it.

H: Yes this is one thing that students have mentioned before ... you can build a personal library or if after graduation you need the money you can sell the books back.

R4: But Sir that will defeat the idea of building a personal library <laughs>.

<Head's response - cut>

R4: Yeah the first point I want to raise is the opening of the + this lecture room + this door. Normally when we have seven thirties a seven thirty lecture you come and stand behind and the place is not opened and it eats into the lecture time and that's something that my mates are not too + mates and I are not comfortable about. Yes secondly we'll also talk of term essays + I mean I know it's been raised before but it's also a problem in our class. We know that at times certain terms essays are not returned

at all sometimes too late just as the third years talked about. Yeah + we also want to talk about one of our mates, Mr Clement W. I mean I think he had some problems with some of his papers last year and some other people in the university also had problems with their papers but their departments have been able to do something about their problems. It's a peculiar problem and they've been able to do something about it to enable the students write this years I mean the papers after some time but unfortunately for our friend he didn't get that option so we're wondering what can be done about this problem.

- H: That's an interesting question what were the other people able to do?
- R4: I think + em with the department of science some of the students are going to write the papers they did not do too well in after some time. So they are presently yeah in the final year now.
- H: As far as I know the university regulations if you fail two papers ...
- R2: Yeah once in a while some departments have these public lectures and other seminars but ever since I came here I have not found anything thing like this in the English department. Could you <U.S.> please...
- H: Thank you for that.

<TEXT SMT 34>

This all-student meeting took place at Block F-Top of Oguaa Hall. It was attended by only second year female students who occupied one wing of the floor. Speakers interrupted one another so frequently that it was not always easy to follow what was going on. But the central topic seems to be the choice of a floor 'rep' or representative. B acts as the leader in this discussion but she has very little control on the other participants.

A: Sister Martha! er

B: Being the floor rep does not necessarily mean that you are going to ++ <O.S.> work here, carry our water, do the scrubbing you are just leading --

C: Seconded.

B: You are just leading us and we are going to give our support.

D: Ye:s

B: It's just a matter of direction.

A: So I nominate Martha.

<Several speakers talk at the same time> Seconded, thirded.

E: I also -- <interrupted> I also think a mature student will do

A: Okay I've nominated er

C: It has been seconded.

F: Because I seconded Martha because I can always (...)

<Members laugh>

M: I oppose because I go home every day.

X: We don't mind <The rest shout in disbelief>.

C: Today is another every day but you are here.

B: Okay then you can have an assistant.

D: OKAY SISTER MARY you are talking too much.

B: No I think we will take Rachel

<several members shout 'Yes'>

B: Rachel as the assistant --

X: Excuse me, excuse me personally I oppose Rachel Buckman.

Group: Why?

X: Because Rachel has got a temper and --

Group: Yes, that is why we have to choose --

X: Excuse me, excuse you are going to make quarrel if you want quarrel take Rachel.

A: Quarrel 'diee' it will come.

X: That one 'diee' if you want quarrel take Rachel Buckman.

C: Rachel buckman, no

X: We shall fight every day on this floor <laughter from the group and <O.S.>

A: but do you know the duties of er --

X: No I + okay I'm talking about + it's a kind of you know we have to work hand in + hand say like you see some-

[

B: hand.

X: where is dirty like this we can all decide that say oh maybe to --

- C: let's beat the floor rep up <laughing>
- X: Oh no say the hall rep come the place is dirty let's clean it up and maybe something or something (...) this girl she (will lose) her temper. If you take her everybody'll quarrel on this floor (...)
- B: Okay, Okay
- A: Lucy, Lucy will --
- B: Okay
- D: Martha Nelson, Martha Nelson will <O.S.>
- E: Martha Nelson and the assistant should be a mature student Sister Mary or Sister Bea or Sister Maggie will do.
- B: Don't say mature all of you everybody here is mature.
- X: Some of us diee we are babies o:.
- F: Lucy, Lucy
- X: Big babies o:
- C: Wo ye hon Lucy Lucy nti oye hon de <O.S.>
- A: Lucy is + we've all agreed.
- B: We put it to you Martha Nelson
- M: menntumi nnye.
- X: This menntumi nnye menntume nnye business is not good // if it's been given to you take it.
- A: // okay let's vote.
- B: And who again?
<O.S.>
- X: That's why I want Martha.
- B: Okay and who and who again? The assistant and another person.
- D: I suggest Diane.
- C: Sister Bea, Sister Bea.

X: Let's get a mature student because some of us diee
we don't --
A/B: Martha Nelson --
B: Assisted by Sister Bea.
E: Who is sister Bea
B: Sister Beatrice
D: My room mate is Sister Bea.
X: Oh shut up
C: So what?
B: Okay erm so Martha is the floor rep her assistant is
Sister Beatrice.
D: Yes, yes unopposed.
C: I hope you'll make their duties clear to them.
B: Obi'a nnim the duties of the floor rep hena na obe
make no clear to them?
<O.S.>
B: Okay we decided on + buying erm a barrel
D: Two barrels
B: TWO BARRELS
E: And the floor rep Martha Nelson --
B: Please! Please! we decided on buying --
C: MARTHA NELSON
D: Owo hen?
E: Absent
A: Wo ayew, wo ayew <O.S.>
B: Okay we deci-- <O.S.>
B: Yie moma yeye no ntem yenko wai?
X: You people let's hurry up and go eh.

- D: Martha, please come here and listen.
- B: (one) we decided on buying --
- X: But one vote diee it doesn't matter because majority carries the vote.
- C: Let's continue it's okay with the voting.
- E: She doesn't want to be correct(ed).
- A: All you have to do is to instruct you can delegate your duties so --
- C: I like that <laughing>
- B: Okay, Okay
- C: The whole point is we decided on buying two barrels, Martha Nelson, please get the price known to us as soon as possible so we will know how much we will contribute.
- C: Then er water + hose or what + rubber hose then disinfectant and omo.
- D: For the bath room.
- B: for the bathroom.
- X: Do you know how much one barrel cost?
- E: Excuse me excuse me
- B: Ehe okay.
- F: Almost seven thousand cedis <O.S.>
- <B claps her hands to stop the talking>
- B: Please if everybody talks we can't (...)
- X: I have been giving the omo to the workers
- D: The hall rep will keep it.
- X: Hall rep will keep she has to sure that the bath is always clean Martha!
- B: Then Okay the boys <O.S.>
- C: We've already decided that --

- B: No some people were not here.
- X: Aden nti na o:mo amma? <O.S.>
- D: Let's hurry up.
- B: Okay we decided on Sister Mary, Sister Maggie and Sister Bea seeing the Welfare this thing 'no' tomorrow morning so I think that's all.
- D: So is the meeting closed?
- X: Excuse me the meeting cannot just end without a prayer.
- C: Yes Holy Mary pray for us.
- B: Okays let's --
- <X is asked to lead the group in a prayer>
- X: me I don't know how to pray mom.
- B: But you suggested it.
- X: E:h I don't know how to pray.
- B: Okay, okay Father we thank you for this--
- E: In pieces o:
- B: We thank you <laughing> + we pray that every thing that we suggested here shall come ++
- Group: Amen!
- E: Wo te in pieces no ase?
- D: The meeting is over.
- <Talk continues in Ga and Akan, etc>

RELIGIOUS TESTIMONIES

Testimonies are an important aspect of born-again Christian worship. During a testimony a member of the group - called a witness (W) - gives an account of how God has helped him in solving some problem in life and seeks to encourage other members to continue to place their faith in God especially when they are going through difficult times. A witness may be moved by the spirit to give a testimony in which case he or she does not have to be invited by the leader (L). The role of the leader in this case, and those that follow, is to invite witnesses and see to the smooth transition of one testimony to another. The other members of the group (G) may be addressed directly or indirectly by the witness and often partake in the testimony by responding to salutations and passing comments on the witnesses' experience.

<TEXT SGT 35>

L: (...) Okay. Meanwhile we will + want to use this occasion + to take some one or two testimonies or praises while we wait for the senior members, so lets's have somebody who has a testimony on his + or her heart or want us to hear it and give glory to God come up and within just two minutes tell us + so that we + praise God. Is there anybody here ---? Oh so wonderful.

<Applause for the Witness>.

W: Praise the Lord!

G: Alleluia!

W: I would like to give a testimony on tithes. When I got my 40,000, I decided to pay the right tithes + I divided it, some was coming to Ghafes, you know, some was also going to (ADCF) and I paid the one to Ghafes first. So on the day I was taking the one to (ADCF) to the treasurer it was in my pocket when I received a letter and that letter contained so much money. Now, all I want to say is that God is faithful.

G: Yes!

W: Now, if only we would be faithful with Him, then He would be faithful with us as well. My encouragement to brethren is that we do well to pay out tithes. It's not only in the area of money that God may bless you. The Bible says that "Thy loving kindness is better than life". The loving kindness of God alone that smiles on you every day is better than life. Praise the Lord!

G: Alleluia <applause>.

<TEXT SGT 36>

L: Any other person? ++ Ei! senior agric officer <applause for the next witness>.

W: Amen!

L: I'm sure you're coming to tell us that there has been an increase in agric + production.
<Laughter by entire Group>.

W: Praise the Lord!

G: Alleluia!

W: A-ah since the beginning of the semester I've not been all that punctual to meetings, not because maybe I've stopped but I was very busy with my studies. After the first week we started with the teaching practice and for three days I couldn't attend meetings and after that I was going to Kumasi every week so it came to a time + I was in my room and I was contacted (by hall rep) that my friend we are wasting the whole term; if you want to stay let us know; if you are no more (...) In fact, I didn't take it easy + and by God's grace, by the prompting I decided to stop myself being busy up and down and also travelling all the way from here to Accra and nothing else, so by the grace of God I've cut down

a--ll the up and downs. So I would like to urge or encourage the new executives and in fact it's a very good exercise that at times when you see us being, being sluggish ++ you have to help us. By the way, at times it will not be easy and you will go to some people and the way they will talk to you, you will not like it. So I thank God that all this happened.

<TEXT SGT 37>

L: Amen!

G: Amen!

L: He was so busy trying to increase food production in the country to come <laughter by G>. Meanwhile any other --- ? Yeah, let's have the senior musician coming <applause>

W: Alleluia!

G: Amen!

W: My life has been one of constant trust from God. E-eh I've learnt to trust God for almost + okay + for everything no matter how small it is and often I+ I receive things in bits. Erm I've learnt to trust God for + okay + at times the money I receive come + and + it is able to suffice a few days or a few weeks and I would be left with nothing and I will trust God again for yet another set of days and so on and so forth. My loan came a little bit late this semester and + so I had to + survive somehow <laughter from Group> + and ++ the Lord keeps me. In fact, I can't enumerate a:ll the ways the Lord used to + feed me, but I was not only fed, I had enough to buy things and + well I may not be able to mention all the things I've been able to buy this semester, but I think that this semester I've bought more things than + my three years put together. The Lord has blessed me. Often I was left with 200 cedis and ++ there was a time that I was left with nothing and I didn't know what + was going to happen and we were having a meal and a brother said that he was left with 2000. I said, "But you have something? <laughter from Group> Some of us can't count any thing more than 200" and the + the + after the meal the brother went to his room and gave me 500 cedis and said "Well, since you are so much in need why don't you take this?" Things like that; in fact it's so much I can't number all of them but my encouragement is that let us learn to depend on God for every thing +++ It may look very small; when I'm going to Casford from the Old Site I always make sure I pray "Lord grant

me transportation" and I almost always have eh transport grace. I mean little little things; I don't take anything for granted. I pray about almost everything and the Lord always + has been very faithful + to me.

G: Amen!

<TEXT SGT 38>

L: Let's have one of our better halves.
<Reaction to the use of expression "better halves" from female members of the Group>.
<Applause for a female witness>.

W: Praise the Lord!

G: Alleluia!

W: I thank God for He's faithful I remember (...) I went to the hospital and the doctor told me I was anaemic. Okay, he asked me to increase my diet and eat a lot of palm oil and so many other things and I went, I went (...) on Monday and Monday I wasn't taking cooked (food) properly so Tuesday when I went with my (...) I couldn't come back. All along I was praying that "Oh I wish that by the time I came I'll get some nice fufu and light soup or something to eat". When I came back my grandmother had sent me some fufu and <laughter from Group>; in fact I was really praying and I knew that God sent me that fufu and palm nut soup, fufu and light soup. So I praised God so much.
<Applause and laughter>.

<TEXT SGT 39>

L: Amen!

G: Amen!

L: Let's rise up and take one song in praise of the Lord. + Ah Joyce. <Joyce gives a tune> Let it go higher.
<Song follows>.

L: We are taking testimonies from + brothers and sisters in giving glory to God for what he has done + so if you've just come, be informed and if you have any, you're most welcome ++ so + I, okay ---

W: Praise the Lord!

G: Alleluia!

W: Well, I don't know whether it's a testimony or it's exultation or whatever, but whichever it is, just take it like that. Amén!

G: Amen!

W: Em, I just want to share what happened to me on the day of the handing over. You see on that day even though I was jumping up and down I wasn't myself <laughter from Group> because the moment I + I got here and the whole thing started + something just came into my heart "That remember Paul says that every man's work is going to be tested ++ and Edward be informed that this is part of the work that you have done that will be tested" ++ and so in fact the whole moment I thought about this I was trying to jump up and down to + get + eh this document maybe I'll main-- + maintain it for my bed; when I'm going to bed I'll think about it and + I tell you that for the whole period I wasn't myself because "this is part of the work that you have done which will be tested and the next question what do you think it will be, would it be precious stone, would it be clay, or (rock) ?" + so in fact I was + I was I + I + I tell you that I was heavy within, I was heavy within. I tried all the jumping up and down here to get away with the voice. I tell you + it took even more than an hour after the meeting before I got out of + that mood. Francisca can bear me out. I was in her room and + some people whose rooms are just near that of Francisca I was there (...) before we realised that we have to be singing; I mean + I just thought of how I could get out of that mood but ever since that time I have promised in my heart that any other job that I get to do for the Lord I will do it to the best that I can. I insist that even though I did + I think that there is still some + some more that I could do + and I just want to er-er pass this on to you that beware of whatever work you are doing now; it is part of of the work that you will be tested; maybe you are not aware + in fact it has never dawned upon me so seriously like that particular day. That day it was very very serious upon man that Edward remember that this is part of the work that Paul is saying it is going to be tested + which + where can you categorise the work that you have done? So it is to you, the work that you are doing over here, where can you categorise yours? Amen!

G: Amen! <Applause>

<TEXT SGT 40 SGT>

W: Alleluia!

G: Amen!

W: I don't know whether it is because of them that the Lord has been worrying me so much <laughter from group>. You know, I get up and study for about an hour before I would + do my quiet time or maybe later koraa but these days the Lord wants me to pray before + I study. The Lord has been warning me "Hey just give up your substances, don't be so much entangled with academic work, don't worry about the + but just make sure that you are giving your best to Me". I don't know +++ <laughter from Group> and I've started and I'm more at peace with God than formerly. Alleluia!

G: Amen!

W: And I ---

G: Amen!

W: I don't know if you will also try that. Don't be so much --- <laughter from group> you see, don't be so much worried about academic work; it is in vain that you rise up early and go to bed late for He giveth to His beloved enough sleep. Alleluia!

G: Amen!

<TEXT SGT 41>

W: Alleluia!

G: Amen!

W: Amen!

G: Amen!

W: Aa ++ Yes, erm okay in the final year we all know that some people are supposed to + do some project

work and okay in last year social science, you have to choose your own topic unlike the + those in the Science faculty. I realised that I couldn't get any topic for myself; I didn't know the topic to really + choose or they are + I + no topic came to my mind and so I was so confused that + even what to do, so I kept praying about this sometime ago trusting that God in His own good just direct me as to how to + or what subject to choose. So one time I was just chatting with a very good friend and he suggested something; that was what he wanted to do. He just suggested it and I said "Okay, I'll think about it" and then later on he told me that he is also thinking about something else so I can think + continue thinking about it, whether I like it or not, and I started praying about it. Somebody also suggested another topic and I just committed the two into God's hands that He Himself should direct me as to the one to + choose okay the one that I will be able to do within this limited time. Okay so + by God's grace I chose one but I realised that it is so broad and given this time limit I can't + really do it very well so I kept praying. I was so confused; in fact during the teaching practice time I was so confused that I didn't know what to do because I realised what happened to our brethren or those who are doing their service now. Some of them went through very very serious + situation and I didn't want to go through the same thing. I really + I was praying with some of them and I know what they went through just because they didn't + okay they didn't start very early and they re-- + it's time now that okay they were doing the project work amidst the exams period, so it was not very easy for them, so I was praying that I mean such a thing shouldn't happen to me and I realised that I found myself almost getting near that + so I was really hot and + I started praying. I was still praying about it and I realised that somebody also suggested something to me that I should limit myself to an area so that it will help me to cover it within this short time and I was also praying for a supervisor. I realised that in the Econs department we have only two lecturers there and the rest comes from Legon and I couldn't + in fact I didn't know one was supposed to supervise a-all our work. I realised that he himself he hasn't got time for himself <laughter from the Group> and + he wouldn't have time for us, so I was seriously praying that in fact I want somebody who would have time for me, because I realised that I needed somebody who would be very patient, who would really cooperate with me, <laughter from Group> and ++ so I was still praying. One time I went to the head of

Department and I told him that Oh + what about he supervising my work. He told me that he's got so-o many work to do and he can't just do that, so the other is there; he'll have to supervise all of us, we those doing the major and I told him that we are too many; Okay we are + about eight and that we are too many for him so he should still think about supervising my work. He told me that okay I should go he will think about it and when I came back I was still praying about it that I want him to supervise my work, because with him I know he will have time for me. So I was still praying and + after some few days he called me to his office and told me that he is ready to supervise my work alone <laughter from Group>. So ++ I really thank God and he is really interested in the topic I've chosen and I really thank God for that, because I know it is God who really directed me, because the Bible says it in erm Isaiah 58 vs 17 that "I am the Lord who teaches you what is best for you" and I + I can really see this in + this very situation that it is God who has really directed me and given me the supervisor and everything and I know that even though I haven't gone far He will surely see me through Amen!

G: Amen <applause>.

<TEXT SGT 42>

L: Okay + we will take the last one and then switch over to + our main programme <silence> I see er + er there is trouble here <laughter from Group and L>. Let us see the hands very well. The hands are not up so much. Okay er er + Sister Felicia, yeah (...) <Applause>.

W: Praise the Lord!

G: Alleluia!

W: <Initial silence> I asked God to do one thing for me + and I promised that when He does this I will testify <laughter from Group> but any time the chance comes ++ it looks like I tell God another time. Now the time I dreamt and it looks like in the church + I was called upon to give a testimony about what God has done. I just hid somewhere and I heard "So you didn't testify about Me?" So just that. Sunday we went to church and all of a sudden they said, "Well, the Spirit is moving; somebody should come and give a testimony". I was shaking <laughter

from Group> I think I sat there a-a and so I told somebody. He said, "Eh Felicia bebrebe Nyankopon aye ama wo-i, nntum nnhye no enim nyam? Go and confess" + but I wanted to hide but I think that will give encouragement to somebody ++ God is really a provider and at times when I look at + what God does and I look at my life I realise what it means + to have God + as everyday at least when you know that you have only Him to depend upon. At times we pray and pray and look upon your Father that he is going to provide with this (but) when all around you see yourself alone or you see nobody does, and when God says "I will do it", at times in fact + you have to believe amid fears, and at times even when you cannot fast, you must fast and (...) God will do it but our pastor says something that you must expect the best from God when the situation is at its worst and I've come to trust that. It looks like ++ I have some, so many people but nobody + I mean they will tell you "O when you are going to school come"; you see them and everybody will tell you a story and in the long run you have to come with nothing so I've decided that I won't go to anybody [laughter from Group] and so most of the time I really have to sit and pray that "God do it" ++ how I will eat and how I'll clothe myself between me and God. Now, I remember when we were coming to school the things were hard + so I was praying and praying and praying and + giving out the money I had and everything, and it looks like at times I begin to question God that "if some people are around and they are having it so easy why is it that I should follow You and + I mean suffer like that?" And there's a guy who stays by me and he says "Awo, abaa da wonkyen na e:mabodom afa wo nam?" I mean you know what it means <laughter from Group> that you're a girl and + you can move around so he doesn't see why I should sit alone and almost put off + put everybody off like that. At least you must get somebody. When you get married you stop. I said, "God that is the time that I must trust You" and the ways in which God provided about a week to reopening! I think there was a time I was walking, I met somebody and we were talking. He said "Oh so you are a student, you see?" I said, "Well when school reopens I hope to be an undergrad. Oh so where do you live?" I stood there and I looked at him <giggling from the Group>. He said "Er + you need some money, I guess + then well + then well, let me see if I can give you some cheque". Ei! <laughter from Group>. I was there when he just + he + he knew a man in Full Gospel and I knew the man too, so I think they were talking and he said "Oh I met somebody and he didn't know what happened and he

feels so drawn to the girl and she says she is Felicia" + and he says "Oh that's my small girl". He said, "Well after some time come and see if I can give you some money". The man gave him ten thousand. Ah! I just stood there. I said " Ah!" At a point I was getting afraid that <laughter drowns speech> You just cannot trust them. He kept so much interested in me that + I will be there he will send for me; he will ring "Have you had --- ? So before I was aware he had given me twenty thousand + and "Oh come to my house", <laughter from Group> and eventually when I got to know the house the wife seemed to like me so much that even during the vacation before I was aware she's prepared the passport and everything for me; that they came to like me so much when I am coming to school they would come and drop me. I mean some of these things. So when we were coming for school last semester she said "Oh when we come and instead of sitting at home we'll see what you could do" so that I'll come and sit in the office + so I + was all along praying that during the vacation I get some vacation employment. When I went home I said "Oh I was going to greet him". He said "Awo hye ase na ye edwuma yi bi". So I just started work like that and at the end of every month at least I was getting some ten thousand and some other things. Some people would see me "Ah na ehen a ye wie school po ye nnya edwuma nnye a" <laughter from Group>. That is what God can do. So there was a time I was reading the Bible. I came across a Psalm that "out of nothing I will let you have abundance." All of a sudden the thing dawned on me that whatever God says is true but if you have not learnt to have a (...) you will not learn to know God as a provider so my encouragement is that no matter what you must be going through trust God that at the last point when you are ready to give up He'll hold you up. <Applause>.

- L: Okay, we thank God for the testimonies + and we believe that it has not just been hearing and clapping but it has uplifted the faith of + most of us here this evening.

<TEXT SGQ 43>

This question-and-answer session took place on the same night as the testimonies. In addition to the student members of the born-again Christian group, there were members of staff who were also born-again Christians. The student members (S) posed questions on a wide range of issues affecting their life on a university campus as religious people and the members of staff (MS) tried to answer them.

The role of the leader here is again a sort of chairperson who invites questions. On a few occasions he also acts as an intermediary between the students and the members of staff.

Only the speech of student members were analysed.

The numbers refer to the tape counter.

L: Okay we thank God for the testimonies + and we believe that it has not just been hearing and clapping but it has uplifted the faith of + most of us here this evening. This evening's programme as + I've earlier said is time with + the senior members or senior brethren + some are here and some are still to come + let us look at the scripture from the Book of Hebrews chapter ten verse twenty-four <silence> Hebrews ten twenty-four from King James Bible. <536-543 reading of the passage from the Bible>. That is scripture + says we should consider one another to provoke love and to good work there's another version which says 'Let us spur one another onto good works' and this can happen only when we are serving together like this so this evening it is this scripture + that we are obeying it is + for + for the sake of this scripture that this programme has been planned so that we can have our senior members on campus here come and join us and then spur us on onto good works, good works in all

fields, the academic field, financial ++ uh what +
what can we think about --

G: spiritual

L: spiritual, physical and all the things that we can
think of ++ They are here and I believe that we are
going to receive that much from them. Well as I am
saying they are here people are beginning to look
round and for some people they finding it very
difficult to believe that they are even here
<laughter from Group> Amen!

G: Amen!

L: So in order not er keep those who are not aware in
suspense for too long we will humbly and
respectfully ask that the senior members here would
stand on their feet and introduce themselves to us.
Let us give them a hand. <576 Applause> Amen! so we
shall hear your name, department and any other
information you want to give us.

<588ff introductions>

<598>

L: On behalf of the + Ghafes we + invite + we welcome
you officially to this evening's programme. We hear
there are some who have gone on the er Full Gospel
but they've assured us they will be in but maybe
quite late so we still expecting. Amen!

G: Amen!

L: Okay so we are matching straight because already we
are + behind time. As I said earlier it's a time to
+ receive from them a time to interact with them, a
time to question them, a time to + hear them say
something so without wasting time I want to + ask
that er people who have questions to + ask our
senior members + people who have questions to ask
our senior members + <noise from group> Oh you want
them to come in front?

G: Yes!

L: That will be + that will be too much isolation or
you don't think so? I want to stand on their behalf
and + protest for that Alleluia!

G: Amen!

- L: You don't want + you just ask the question and er maybe you want to direct to + one of them in particular you can do so if you want it to be a general question, they will answer but coming in front I think will be too much. <Silence> Hello yes <Accompanied by snapping of fingers as applause for the person going to ask a question>
- S1: I have two questions to ask <laughter> it's an opportunity for me. My first question Bible says we should bear one another's burdens I want to ask whether this erm scripture applies in all situations for example we are taking examinations <laughter from the group> ++ and I have a brother or sister sitting by me he or she is very hot and a I can be of use of good to him or her <laughter> I want to know wether the scripture applies here as well <laughter from the group> Secondly it's not a question but something is happening and I want to hear it from the horses own mouth. There's one lecturer any time he comes to class the first thing he does is to ask for those who belong to Ghafes if we raise up our hands he will make sure that he will condemn us totally + he will reduce us to nothing and he is continuing everyday when he comes. He is trying to impress others that those who don't come to ghafes they've taken the rightful decision. He claims to have been a Ghafes member when he was in the university and it hasn't + it did nothing good to him. I want to know our reaction towards this man. <673 Laughter from the group> Thank you. <Applause>.
- L: Okay this is a question to ---
- <Answered by Dr. Boadi-Siaw 680-71)-
- S1: To add to that he quotes scripture <laughter from the group> (...) there should be time for everything. <End of side A>.
- S2: I'm not a senior member but I just want to add something, <laughter from the group> I think he mentioned that you can be of so much use to the brother or sister and I still say yes. In what sense you can still pray for the person while he is struggling <group laughs> at least you can do that you see so think about that maybe he just needs something small to turn his mind to the channel as you begin to pray God can grant him peace of mind.

L: Amen!

G: Amen!

L: Okay before we take the questions it seems the + popular opinion is that we want the senior members to come in front. <noise of approval from the group, one unidentified member shouts 'by all means'. Applause for senior members as they move to the front pews> Okay please if you are asking a question try to be as brief as possible because we have just + a little time at our disposal. Right Bamfo.

S3: My question goes to er (...) the other lecturer. Now Dr. (...) I'd like to know whether + erm + people who are in + relationship but they are not yet married and they are Christians + I'd like to know whether they can play romance + excuse me <laughter from the group> at least kiss one another + I mean it's a natural thing. <Applause from the group>

MS: Well it looks as if he decided to throw it at me because he knows I am not married. <Laughter from the group> Anyway to take it erm right from what the guiding principle should be is + if you are going to start with that it's going to lead to a situation where you are (not) going to be able to control yourself and then what's going to happen is that you are going to lose your testimony and it's been known and i am sure you've read a lot of books if you don't if you haven't just come for the 'apo' I can give it to you erm that is going to make you shameful. please don't. It's been er if you read this book by erm I've forgotten the name but it's called Total man it describes a man as an electr--er what do you call it as a bulb + an electric bulb and a lady as a hot iron All that it means is that it takes just a short while for a man to go emotionally overboard whereas a lady it takes a longer time so for the sake + for the sake of not getting into a situation where your testimony is going to be compromised don't start ++ do you get me. Am I getting across.

G: Yes.

MS: Understanding? Okay as the family people + er + the family people they er + they have a certain adage the best prevention is abstention. Amen!

G: Amen!

MS: So if you want to prevent + er + a situation where you are going to be caught in a situation you would not want to be in don't start. <Applause from group>

S4: Excuse me + uh my question cuts across er in the context of campus politics something like positions (...) I am saying that in the context of campus politics example is SRC positions and NUGS positions and also some small small commitments and things like how do you expect Christians (...) to behave in such situations? <070-108 Silence, background discussion answer by senior member in similar style to student speakers, another lecturer adds to the response>

L: Is your question answered or (...) Brother Sam?

S5: With regard to the question I'd like to ask another one about chieftaincy <Laughter from the group>. Is it good for a Christian to be a chief?

MS: May I throw the question a little erm let me throw it back to you

S6: I still want to go back to the question of campus politics> now we are in (...) the campus here we find that most brethren are + are very very committed to the work of the Lord on campus now the work of the Lord needs leadership and at the same time the secular er work also needs leadership and the people too living in the house of the Lord they are very few and sometimes what even happens is that amongst us those from the house of the Lord who want to do the secular work sometimes the testimony they put up in the end becomes + er ++ so er + er + disappointing. Now uh in the light of this what what would say + er + should be our attitude towards + work in the house of the Lord and at the same time + uh + the campus politics? Sometimes the brother again is a Christian brother he knows he can do + well in + in campus politics and he can do well in the house of the Lord and the need is there it's in both directions what would you say about that?

<158-172 senior member answers>

S7: I am not too satisfied with the answers given er to the question the gentleman who + (...) most of the + erm most of our men are now (...) <difficult to

follow apparently refers to the issue of chieftaincy>

L: Okay we are there still questions on chieftaincy and politics on campus? We want a variety of questions so that + if this + if this + if it is still on this area I wish we have + a different--

G: Variety.

L: Yeah

<Someone shouts 'contribution' and the leader asks him to ask a question>

S8: (...) a chief is supposed to be the + custodian of the traditions of the people so a chief is supposed to represent them before the ancestors + the ancestors + the ancestral gods if a chief refuses to perform any of the rituals he loses respect (...) and this becomes a continual practice a time will come that either he will have to ab-- + abdicate his position or he will be asked to step down so if you are a Christian and you know what goes into it you see okay I think that even before one accepts that position one might + might have + even considered or one might behave in such a manner that the people will know your stand as a Christian who is ready + who is not ready to compromise so they should accept you either on your terms or you'll not accept it and the campus er politics what I will say is that it's + politics is part and parcel of us whether we like it or not it is every + it is + er hitting us every where we go and it has been said that the price the wise pay for not taking er their responsible position is for fools to rule them I don't think it is correct to say that on campus most of the brethren are involved in the work of God the contrary is rather is true most of the brethren are not doing anything in the house of God --

G: It's true

S8: Those unfortunately what is happening is that a few have perhaps too much + on their hands and the majority are not doing anything I can vouch for that and I think that there are a lot more who can do other things who are not doing anything and that is what we need to consider we are allowing people + wrong people + to take up all kinds of position at the hall, SRC and co and I don't know whether we think we are not capable but I know that many of us

are capable of doing some of these things and perhaps we can encourage ourselves to do but one thing I have observed is that on this campus at least I've observed among some people that when they go to such a position unfortunately the testimony is not good enough they tend to be like one of the unbelievers and before long they are speaking their language, before long they are + dressing like the unbelievers do they are trying to be like them so that perhaps + they will be accepted by them but I think that if we maintain our standards we shall in the long run gain respect both before men and God.
<258>

L: Okay <Applause> enough of questions on politics maybe we will have to organise a symposium on that <laughter from the group> let's have questions on + yes Brother Johnson.

S9: Some time last year, I learnt our senior brethren don't manage our meeting because their meetings + meetings of the staff fellowship + coincide with the students' meeting I wonder if that information is correct and if true can't they sacrifice like (...) and have their meeting after our meeting (...)

<207 Reply Senior members>

<295>

L: We have the last question from + we'll take the last question from Brother Ike.

S10: It appears that it's + it's clearly attractive for one to study outside so that after + er + in the case of many people after sixth form they bored with education in Ghana and they will want to go outside Now others make it here for the first degree and + their stay becomes all the more nauseating to them and they would want to go outside I believe our senior members here have had a very good taste of that I'd like to know from them er the advantages and disadvantages, the problems one encounters you know the sweetness of studying outside <311>. <Laughter from the group> <A senior member begins to respond>

S10: As a Christian from the point of view of you know the Christian. <Senior members respond, the researcher is called upon to comment 483>

L: Okay so we now want to + our time is up but we want to give some little time to the senior members also to make any observations or question, say, something

they have prepared or want to give us before they +
leave us so it's now + in your + court. <492-638
Senior members address group>

L: On behalf of the fellowship I wish to express our
sincere thanks to you for honouring our invitation
and + giving us all that you can give we + we are
hopeful that the next time we invite you you will
come as you done this evening God bless you. Amen!

G: Amen! <Applause>

L: Alright! We have + before the secretary comes in to
+ er the announcement we have our big brother who
will want to tell us something small so Brother B.
you are welcome. <Applause>

<657 Brother B who is neither a student nor a lecturer
addresses the group, 730: end of recording>

<TEXT SGP 44>

This prayer session preceded the testimonies and question-and-answer session. The prayer leader's role in this session is to announce the various prayer themes and control the prayer by starting and terminating it with the clap of his hands.

In many sections the prayers are difficult to follow because every one prays at the same time. The leader's prayers are the most represented here because he ^{is} the closest to the microphone and therefore sufficiently clear to be transcribed. Because of the problem of transcription the prayers were of limited use in the study.

<000 - 015 Opening prayer with singing not easy to follow; Leader claps to indicate end of one prayer session>

L: Once again I want to you to consider the things that God has done for you probably today is going to be the end of this semester, you just consider the trials, the temptations, the problems that you have passed through and see how God blessed you day in and day out step by step I want you to count the blessings that God has showered upon your life (...) Let's continue to worship the Lord. <As all the group prays the leaders prayer can be heard above the rest.

<034 Leader claps as before>

We are in the presence of God and the Bible is saying that without spirit nobody can see God therefore it's God (...) if one comes to God. We are praying that (...) should commit (the) Bible is saying that He is faithful and just to forgive us

only if we confess at this time I want you to consider your life I want you to consider yourself if you have gone contrary to the word of God, one way or the other, I want you to confess; tell God what you have done against Him you limitation and ask for the spirit of forgiveness should in case for without that we can't experience the spirit of God. Especially pray to commit yourself into the hands of God.

<043-058 Open prayer some parts of the leader's prayer are quite clear>

We are asking God to shower on our association courage we are praying that whatever he has proposed for us will come to pass before we leave here therefore we are asking for the anointing of the Holy Spirit to come down upon us as individuals once again to we are also praying to commit those who are yet to come into the hands of God that the spirit of God will continue to remember them wherever they find themselves ++ Let's pray.

<063-096 Open prayer, some aspects of Leader's prayer are quite clear. The leader claps hands followed by singing, etc. followed by prayer from about 097>.

Let's (...) God for taking full control of ... We thank You for the blessings you have showered on us <104 Leader claps hands and prayer stops>. We thank you once again for the spirit of prayer that You have given us we thank You for the blessing that God you have showered upon Your people in the name Jesus that I pray Amen

G: Amen

L: We shall get two choruses before we + sit down one from this side and one from the other side so somebody should give us a tune of any local song. <109 Tune is given by two people one male and the other female, female yields floor to the male, this is followed by singing and clapping hands accompanied by dancing general bodily movements>.

<125>

So we shall take one from here and then another from here <pointing to places> yeah so one from this side (....)

<TEXT SIN 45>

This interview was conducted in the room of Thomas P. (TP), who was the President of Cape Coast University SRC, in the presence of one of the research assistants but he did not take part in the interview, his role being only as a passive audience and to manage the recording equipment. TP also features in SPS 32 where he gave a speech on the release of Nelson Mandela. Therefore, the two texts can be compared from the point view of speech styles.

R is the reseacher whose speech was not analysed.

R: I'd like to ask you a few general questions about about yourself. Em you are at liberty not to answer any of them at all because em I mean for whatever reason which you may give or may not give, it doesn't really matter. Em just tell us who you are.

TP: My name is Thomas P.

R: And eh you are a student of Cape Coast University.

TP: Yes I am.

<Bad section from here>.

R: Okay that should be enough for me you are a business student em what -- could you tell us your grade in English if possible?

TP: I had a grade two, GCE grade two in English.

R: In English. Lucky.

TP: lucky yes in English.

- R: Eh eh what about the subjects you read in the sixth form? It was still commerce, wasn't it? It was business.
- TP: Em okay I read (....) economics, literature and eh religions, religious studies and em I had a B in economics and B in English.
- R: Okay, well that is enough. you didn't have to tell us everything now + Yo came here to read eh can you tell us eh the subject.
- TP: Economics economics eh and sociology, social sciences.
- R: Sociology, social sciences.
- TP: Yes, social sciences, Yes.
- R: Okay now I'd like to ask you something about eh well first of all tell + could you tell us could I ask I mean could I assume that eh you might be between 21-24 from 19-24 years of age, do you fall within that bracket or is it eh you don't have to tell us your exact age.
- TP: Well, eh I'm around that bracket.
- R: And em could I ask you a few questions about your language background + what language did you learn to speak first?
- TP: I learnt to speak eh Fanti at home, Fanti but eh occasionally my dad used to speak English + but we spoke Fanti we still do at home we speak Fanti.
- R: Okay, eh is it the case that eh you speak Fanti mostly at home?
- TP: Mostly
- R: To your (....) relations?
- TP: Mostly.
- R: Yeah.
- TP: Okay in the recent past of course aah sometimes we communicate in English but most of the time we speak Fanti.
- R: Now do speak any other Ghanaian languages?

- TP: Yes, actually I speak eh Twi, I speak Ga, I speak a bit of Ewe.
- R: Mm, so that means that you are really multilingual <laughter>, that's fine.
- TP: Yeah okay not very well versed.
- R: What about eh (o.s.) what about pidgin or broken English, do you+ do you speak it?
- TP: Em yes, quite often with with friends + with close friends
- R: And you'd say that you are quite fluent in that?
- TP: Quite fluent, yes + yes.
- R: Aa huh.
- TP: The basic er secondary school orientation of most students involves some substantial degree of its rite de passage one would say.
- R: By form two I'm sure everybody would have acquired it.
- TP: Yes, yes, everybody, yes.
- R: It would be strange not to have it in your repertoire, I'm quite sure.
- TP: Yes, more or less even the girls can speak it but (...) they maintain some decorum, they + they desist from speaking it openly.
- R: Well, what they think decorum is (o.s.) Now can you tell me when you said you speak em Fanti. Is it the case that sometime in speaking Fanti you introduce English elements, do you do that?
- TP: Sometimes, yes for particular words which eh I may find a bit difficult to translate or which would be easier to communicate in English maybe.
- R: Would you say that only these words which are difficult to translate or maybe sometimes you slip into English. I'm quite sure just like we all do.
- TP: Yes occasionally + occasionally English may slip in, yes.

- R: Yeah, but tell me the other way round as well eh when you speak em + English do you occasionally slip in Ghanaian languages + em some of them.
- TP: Em this is an interesting question. In actual fact hardly ever in the sense that if it it eh seeps in + if + if Fanti or Ga seep in it means ah the ability of the + the er one I'm addressing + of the addressee to to comprehend the meaning of the English statement is in doubt so sometimes I introduce + some Fanti expressions let's say to + to make my meaning quite clear and if I'm on a very intimate relationship with the addressee, I may sometimes introduce an element of Fanti, but if I'm speaking at a formal occasion or I'm speaking at a gathering or + there's no chance.
- R: Okay, now eh + still on language let me just ask one question and it's purely a matter of your own opinion em what kind of English do you consider yourself to speak, is it eh British English, American English or a standard variety, the Ghanaian variety of standard English or any other that you feel.
- TP: Well, I think that + my + the kind of English I speak is essentially the British type of English + my parents + my dad was educated abroad and so my early sociolisation was done with that type of English. I would say I speak English as a British citizen would but is presumably I'd say closer to that.
- R: Closer to (....) that one eh of course what you mean.
- TP: This is entirely subjective.
- R: Okay, yes I agree with you entirely. I mean that too is important as you yourself would appreciate as + eh + sociology student
- TP: Sociology student, okay.
- R: It is just as important as what is.
- TP: Yes, what is.
- R: Em now could I ask you just a little bit about your family background, because indeed you mentioned that your dad was + eh studied in Britain may I know what I mean if you would care if you don't mention don't

mention it eh could you tell me what the occupation of your dad is.

TP: Yes. Er he's is a mechanical engineer by profession.

R: That means of course that he has had at least up to university education.

TP: Definitely, yes.

R: Are there any members of your family who have had up to university education?

TP: My nuclear family or the extended family. I don't know which.

R: Your your very --

TP: Okay nuclear family em my dad I'd say my dad and my sister she's in the university now my + okay the third + the third girl I'm the first born.

R: Now how many are you all together?

TP: Arh four + four

R: Urh urh what about your mother, you haven't said anything. What does she do?

TP: Okay, she's at the Ghana Education service. She has been a professional teacher more or less all her life. She didn't do it through the university system of course but she + went through it - a training kind of --

R: Okay, now could I ask you eh a little + something about your em position in the university. I'm not going to ask you to tell me what you do <TP laughs> in the university eh because I know that already eh but could you just tell me a little bit about how you got into that position?

TP: Mmm + well I'm a member of the SRC and the president of the SRC and + er as to how I got into that position --

R: Well <O.S.> how did you get elected?

TP: How did I get elected mmm let's say I have had some experience in the political arena in the past. I used to be the secretary in the hall and since I was in since I came into the first year I've been more

or less a eh an outgoing kind of person and I believe in expressing my opinion when --

R: What does that mean? It sounds very impressive.

TP: Eh it sounds high handed, high sounding but eh whatever but eh the face-to-face is the balance to the opinion that the people you are asking+ the people whose votes you are asking will have of you in the sense that people have many types of conceptions about a person and it is at the face-to-face that you either negate the negative ones or buttress the positive ones. So em + if I say brevity and comprehensive conciseness it is + it is the + I'm saying this because it is not eh in my view useful or beneficial to waste people's time talking about necessary things but then they must hear + they must know that you have concern for things that + you have concern for things that affect the community. They must know that you (...) that are necessary and this was the main focus of my attention and eh also the er erasure + well I don't even know the word to use but the erasure of certain impressions that people had of me. I'm outspoken and people felt that I was impertuous, I was inclined towards eh violence and things like that eh and which is not the case. Sometimes I gesticulate because I have had a short career in drama and so on and so forth and that was the point + the place where one + would have to show that one ... not you know reduce gesticulation you know it's it's it a form of expression.

R: Alright, now to eh let's perhaps move a few steps ahead because I'm quite sure that your time is rather precious. I mean em since you came in as <TP laughs> whatever you eh head of SRC. I'm quite sure that you've faced quite a number challenges. I mean eh as indeed every other SRC executive member has had to because I mean you are basically there to meet these challenges to help students and eh would you say that eh the signing of the bond is one such challenge that eh you've had to deal with in one way or the other. Could you tell us how you've gone about it. Maybe present the argument and what is it that it's all about.

TP: Um taking your questions in the order in which they were delivered, definitely yes. It is an important problem that we faced. Eh it predates our own regime and eh has its origins as it were in the distant past. With respect to the span of time that this university or the educational system here in this

country. Tertiary education has been in existence. Ah long and short of the it is that eh at some point in time eh that was 1982/3 there was a massive exodus of teachers from the country and this seemed to have some far-reaching consequences on the level of manpower and staffing you know eh requirements vis a vis eh the availability of personnel. Now in the light of this eh the government of the day ehm introduced or has attempted to introduce the scheme whereby em students in tertiary institutions are to undergo a bond eh to serve the Ghana government for a period of five years after completion of their courses. Eh + the argument which has been adduced to support this assertion is that the bond is something that was signed in the past, in the sixties and so on and so forth.

R: I - I remember signing a bond.

TP: And that it was merely neglected by the university authorities and that we are merely being asked to carry out our civic responsibility, patriotic responsibilities. However, the situation or the circumstances under which the bond is being signed have changed in the sense that the material and socio-economic eh circumstances of students of that time was much different. Students were getting three meals and some snacks as well, making a total of five and they were getting books and they were getting personal valet services, laundry services eh the rooms were being swept, shoes were being polished and so on and they were in addition to their meals getting an allowance some of which some people used to buy furniture and other things. Aah again the economic situation was not so unbearable as it is now. And eh furthermore in 1974 the NUGS proposed the national service scheme as a replacement for the bond which was accepted by the government and the national service scheme is now under operation. Erm (...) a fact that em + when a national service man or national service personnel is supposed to earn a salary which is higher than the approved allowances, the balance goes to the government chest which presupposes that em the value the actual work of the national service personnel's services is not being given to him in terms of remuneration and em as a result of this it has been our view that the national service is in itself adequate to take care of whatever benefit that we get. At this time all our meals have been taken away we don't get any food we don't get any books and eh we are being given a loan which we are paying back with interest. Ah additionally we're being asked

under the new government tertiary reform educational reform package to bear the cost of our rent in the universities in tertiary institutions not only the universities. Our rent, our water, electricity our libraries we'll have to pay.

R: Really?

TP: Yes (....) when things are really implemented our libraries we'll have to pay and er recently during the last holidays a committee two committees have been set up to er implement the new feeding arrangement. We'll be required to eat at a commercial cafeteria which will involve the elimination of auxiliary hawkers, you know, the hawkers who sell at cheap rates for students, they will be removed so that we'll be forced to buy at the commercial cafeteria, and the halls of residence will be privatised. They will be put in the hands of private personnel who will be hostel managers. Students will be required to enter into a housing contract. Rooms will be given on first-come-first-serve basis and things like that em and --

R: These I take to be the general problems, I mean these affect university students from all three universities.

TP: Yes, these problems affect --

R: and some other tertiary institutions as well. Could you tell me before your time runs out because you must be wanting to go what this bond specially means for Cape Coast niversity students, because I heard there things to do with Cape Coast University students, you know?

TP: + Okay, em because of the shortage of teachers in the country eh some letters were sent to the public services commission and other avenues for employment for graduates to the effect that eh students of this university were exclusively reserved for the classroom which goes contrary to the article of + or the act establishing the university and em we discovered these things these letters and we asked for some redress.

R: What does the act say? (....)

TP: The act says that em for we are meant + this university is meant to produce graduate teachers for an initial period only, and to promote teaching and research and the dissemination of knowledge + which

implies that we are undertaking courses which qualify us equally as in the other universities to undertake any type of employment in any professional sphere. We have economic courses, sociology, biology, physics, chemistry, mathematics agriculture and so on, so our response to this was a vehement protest which took the form of a resolution and as a result the ministry of education informed us that eh the bond is not meant for us alone but is meant for all the universities. But we examined the bond form closely and realised that there was an ar+ ar+ article specifically referring to the students of this university that we are reserved for the classroom and that brought a lot of furore and er which we reacted to --

R: Has it died down?

TP: No it hasn't died down <R laughs> and they have been making some efforts to implement this scheme ehm we reacted also quite vehemently and the article was removed but merely restated in another form in that it said that now says that the government shall determine every student's field of competence and we are in no doubt what our field of competence is. Additionally articles were in the newspapers to the effect that we earned special allowances over and above the other universities which is entirely false and has been denied by the ministry by personal letter but the article articles have not been removed from the newspaper or corrected and eh the most recent development is that the students of this university are being offered bursaries and eh +

R: Is that a special one, is that not something that the other universities --

TP: It is special in the sense that it will eh the bursary

<About two minutes of speech lost due to power cut>.

TP: The former with respect to eh courses of critical importance to the nation and the latter with respect to courses of ah well not critical but eh should I say serious importance but they have a term they use for it and in every institution+ tertiary institution they have demarcated various areas which have critical importance but in this university --

R: I hope English is one of them

TP: Eh I'm not too sure. I didn't notice it but in this university particular every student even those who

are not reading Education are being given a full bursary which goes to substantiate the fact that they want to have us in a particular sector. What we resent is being locked up in the educational sector when we are equally competent and even in several ways better qualified than some of the other universities and institutions and since they offered this bursary it was attached in some way to the loan scheme which has been introduced you might be aware that students have been given sixty thousand cedis as a loan which we are to pay back with interest. The government recently tried to adjust the terms of the loan scheme in the sense that er they wanted to reduce the loan quota by 25,000 to 35,000 when we had already agreed on 35 60 sorry and they claimed that the scholarship secretariat was going to give us the balance of 25 after we had signed the bond and we presented a resolution to that effect and er actually that decision is being reviewed because it's it's will not be easy to force us to sign these bonds.

<About two minutes of speech lost due to power cut>

R: Thanks very much.

TP: You're welcome.

<TEXT SIN 46>

Interview with Cynthia N. her room at Atlantic Hall on the same day as the interview with Rahi and Adelaide. Cynthia, like Rahi, was one of the candidates during the face-to-face.

Present: Researcher (R) Cynthia (C) and Mr Baah (B), who was asked to join the discussion after it had started.

R: Now to begin with may I know why they call you "Prehistoric Lady"?

C: <Laughs> Uh, they say that I'm + a mature student and for that matter I am + old.

R: And what do you feel?

C: I feel there is nothing wrong with it.

R: But do you feel old?

C: +++ I am old ++

R: Not a hundred years, certainly? <laughing>

C: I am 33 so I feel I'm old.

R: Do you know I'm older than you [laughing]

C: ++ Maybe they are comparing me with the lady.

R: What lady

C: Mm?

R: Oh you mean her: R (referring to one of the speakers in the previous interview).

C: E-e R Yeah.

- R: But you know the way you called yourself
"Prehistoric Lady" -
- C: No, the-the reason why I did that was that + er on
my +er card, my poster they wrote all those things.
- R: Oh I see. So you used it to good advantage.
- C: Yes.
- R: Oh, okay. Fine. But the way you referred to yourself
I said --
- C: I have accepted the - the name given.
- R: Good, good, good. Well you gave the impression that
you were about 1000 years old [laughing] You know
what I mean?
- C: They say I'm old and they wrote that on my -- so I
have to accept + what they //
- R: I see
- C: say; yes.//
- R: But you used it to good advantage. Yes. Well, having
listened to your speech what do you think and in the
light of the fact that you won? Congratulations,
anyway. Do you think you made the right kind of
impressions?
- C: +++ I can't answer.
- R: Why?
- C: Because I don't know the + criteria on which you are
asking that question.
- R: Do you think it was because of your speech they
voted for you?
- C: No +++ It may be but to some large extent I think
it's no.
- R: Why do you think they voted for you?
- C: I think they voted for me because of my maybe
sociability and all those +
- R: What did you --
- C: and also they feel I can do the work.

- R: they feel you can do the work
- C: Mm.
- R: What erm- I realise that erm the time was rather short, three minutes and + in fact you didn't use all of it but it seems to me that because it was short perhaps you cut down drastically on your speech. What else were you going to tell them?
- C: That was all I had for them.
- R: Oh I see.
- C: I didn't intend giving them anything apart from +
- R: what you said
- C: Mm
- R: Can I ask you a few questions about your language background?
- C: ++ You can ask them.
- R: What erm + what's your first language?
- C: I'm a Krobo +
- R: Krobo? What other languages do you speak?
- C: I can speak Twi, not --
- R: Could you speak a little louder we want to capture your voice.
<C laughs for the first time>.
- R: You can speak Twi and erm
- C: And Ga
- R: And Ga. Okay. Don't you ever get mixed up linguistically in your mind about all these languages? Because you speak English, Twi, Ga and Krobo which is your first language.
- C: Mm + Ga and krobo is + just one language + the same + just about the same language.
- R: You mean every word is the same in Ga as in --
- C: Mm

- R: Really? I didn't know that. I see. What about English and the rest? Don't you get mixed up?
- C: I don't know ++
- R: What do you think about pidgin English?
- C: ++ Pidgin English? What do I think about that? ++ Those who can use it and they feel they use it well, they + but I have nothing about Pidgin English -
- R: Mm
- C: if only you can use it well (...)
- R: You don't think that Pidgin English can - can make it impossible for you to speak good English.
- C: It can
- R: Mm ++ And er-
- C: But people use it maybe + to create funs or + as their second language+ but it retards language (beginning of late)
- R: You think so definitely? ++ But erm your (English) does not retard your krobo or anything of the sort, does it?
- C: +++++
- R: <Chuckles> Can we ask your friend to + come and share his own opinion with us?
- <C invites friend B in Krobo>.
- R: Sorry er we- I should have- I'd like to hear your views as well. It's not just C's as well.
- B: But I didn't stand for any post?
- R: No, you didn't
- B: Mm
- R: but you're a student of this university, aren't you? Good. I mean + the + what I'm trying to do is simply collect language as used by er university students and so anybody could take part in this. It's not just people who stood for the election. Erm what do

you think about pidgin English? I was asking her about Pidgin English.

B: What aspect of it?

R: Well whether it's --

B: What brought it, the origin or (...)

R: Well, whatever you can say about it?

B: ++ I feel it - it has got a lot of influence on (...)

R: Yeah in writing speaking+

B: Mm and that has contributed + most of massive failures at the O and A-level+

R: Mm erm that's what you think. Do you think it should be banned?

B: away with --

R: yeah

B: we should do away completely with --
<Side A of cassette ends>

C: It's not a good thing but we have individual differences

R: Yeah

C: I cannot --

R: Do you not think that in future they are going to be losers for it?

C: E-e, and that is what is happening, because that lady is reading French and then English so that she is perfect + in that areas+

R: Mm

C: so that er and she is young + and I feel she can do the work too

R: Mmh but they+ just refused to vote because of that thing

R: Mh

- C: and according to some people they say even they were in a car with her to Science that is + for a drama - she is from the north- so it happened that a group, some of the people from the north, happen to be speaking their language in the bus + then she shouting shouted on them and said Oh you people this is how you are. In fact, their + as if even the- the +
- B: the native language koraa no is +
- C: meanwhile the parents are overseas so she spends her holidays there (...) so even to hear somebody speak-
- B: the local language kora is abominable <laughing> the local languages kora is +
- R: OH, I see. Why do you think women have this tendency? + Why do you think so, Mr B.? Why do think women have this tendency?
- C: Well, I think those from the rich homes, if you + take statistics you will see that we those from the poor homes we don't behave that way.
- R: Yeah, but I mean I know ladies who come from the same home + my sister behaves differently. She pretends she is richer than she actually is. Why?
- B: Mm, What I will say about this thing is that if you view most of the girls who behave in this way
- R: Mm
- B: I can say they are + most of them are the sixth formers +
- R: Mm
- B: those who come straight from the (...)
- C: who have never tasted life sixth form, who have never tasted life so they feel there is something better somewhere than what is (true) but if you compare those who are teacher or (....) they have seen what life is (...) those who are aged so I feel this thing comes because of + er
- R: lack of experience inexperience
- B: lack of experience

- C: E-e:.
- R: But at the same time the men who have come in through the sixth form they don't behave that way--
//
- B: No//
- R: so why?
- C: Maybe their sex is just making them to be-behave as if they are somehow abnormal.
- R: Mm
- C: You know (ladies) normally talk so much
- R: Mm
- C: and that have some + effects on them so I think that's some of the effects.
- R: Mmh. I see
- R: now can I shift my ground a bit and ask you about er the bond forms that we are supposed to + you are supposed to fill -- I'm almost begin to talk as if + as though I was a student here -- that you are supposed to fill. Erm, what's your- why don't you want to fill it?
- C: What bond? <shouting>
- R: The bond, the+
- C: bonding us to the classroom?
- R: That's right, yes.
- C: A-ah. (Makes a comment in Krobo to B. who chuckles)
++ Me I'm against-
- B: Nobody has said erm we are not going to sign?
- C: shouting Ehe your views whether you --
- B: Oh no, he asked a question that: Why are we against it?
- C: eeh
- B: And and my view is that I'm not against it; I'm a teacher

R: Yeah.

B: If I come from Somenya and after completing you say I should go to Somenya why should I say (ah the economy is not my own) So me I have nothing against it + Even I was bonded in the training college. I accepted.

R: But do think it's a good thing to be bonded for five years to the classroom?

B: If I'm a teacher? Yes, I'm talking as a teacher.

R: (...) Whether you are a teacher or not.

B: I'm a teacher so if a teacher is bonded to the classroom there is nothing wrong with it because my profession is teaching so if I'm bonded to teaching there is nothing wrong with it, but I can't answer for somebody who is doing B.Com or Religions + but the aim of this school + if we all look at the aim of this university it is what? to produce university graduate TEACHERS +

C: And nothing else

B: and nothing else, so that if you come here you are doing B.Com and all this you are to teach <shouting up to this point> so in fact it seems people don't get the initial meaning of this university.

R: or they refuse to get it.

B: Either they refuse to get it, one, so that the aim of the university graduate teachers and you are here why do say that the way you are bonded and all these things you don't like? <R laughing> Wh- But the only thing the government must rather + what improve services in the teaching service which must attract people to go there but not that teaching is a + is a + is a sinful this thing activity. After all some people have it; we were all taught.

C: And those who are teaching us here are also

B: Yes

C: so that if we people refuse +

B: If we all refuse then who will go to the classroom?

- C: No then who is going to teach even our brothers? If we should a- all refuse that we are graduates, we see no reason why graduates should - should teach, then it means those who are going to teach are the post secands and the diplomates.
- R: Well, even they will stop teaching.
- B: Yeah, they will also stop teaching and we shouldn't remember- we shouldn't forget that even our children are also coming then who will teach them? This is the reason + this is one of the factors which led to the --
- C: So that me I think er the only thing is that er from next year or from time to come they should try they + should try to make this place mainly for teachers
- B: Yes!
- C: so that you when you are coming here
- B: You are +
- C: you are a teacher.
- R: But everybody knows that. You mean only teachers come here.
- C: Ehe, so that everybody who will get admission to this place should be a teacher
- B: Yeah
- C: and this problem will be solved
- B: and that problem will not come
- C: so that those people who will not teach and who are --
- R: Yeah, but then don't you think that as Mr B. said if government er did something about teaching
- C: Ehe ehe
- R: and I think it should, really --
- C: They should do
- R: because the fact (is that) teachers have been neglected

B: Oh yes

R: erm if government did something about it the problem of restricting entry to only teachers might not even arise at all.

C: That's what we all + want so that if --

R: And it is something + it is easier to do that than the other way round.

B: If something should be done then we shall appreciate it. After university we are all given at least VW car

<B laughs>.

R: That wouldn't be bad.

C: E-e

B: Oh yes.

R: That wouldn't be bad at all.

C: Ehe and then everybody --

B: An then even - even if this is done eh you will see that some of these professional graduates will be preventing the non-professional graduates not to come to the teaching field. People will be telling them you were not trained I'm trained and all those things.

<Room mate (X) of C enters and asks what's happening? Interviewer tells

her: Erm I'm tapping your power for a few more minutes.

R: Excuse me did I leave erm the form with you?

[addressed to someone outside the ongoing discourse]

X: No, you left it with Beatrice. Didn't she give it to you?>

<C talks to R in Akan and English mixed.>

R: Erm let me ask perhaps the last question about this bond. Erm, + You know there is a section which talks about erm what one can do and what one can't do after + leaving university. One of the things seems --

C: We haven't taken the forms so don't know what is in it.

- R: Ah well there is a section which says that you can't marry + or have a family after university + well while you are serving the bond.
- B: You don't marry.
- R: Yes.
- C: We haven't seen the bond.
- R: Well, I have seen it.
- B: And that is a section
- R: Mmh. Wh-what do you think?
- B: Is this + can it be real?
- C: What about some of us //
- B: Who are married already?
- C: //who have children? E-e.
- C: And you are married and - and --
- B: So I should divorce my wife before --
- C: then maybe when I do the thing - Maybe in my final year I will be pregnant now because I'm married and I will do the thing.
- B: E-e <laughing>
- R: So you think that er --
- C: For that dee they can't prevent.
- B: No. Does it mean that --
- R: Suppose they had a way of preventing it?
- C: O-oh even the training colleges they are not able to prevent.
- B: D-does it mean that the daughters or the men we are going to marry are for the government? All laugh
- C: Yes, they are for the government.
- R: They are going to put contraceptive in your drinking water.

- C: Ooh, I don't think it will work
- B: Yeah
- C: because previously the thing was being done in the training colleges. Mr B., do you remember
- R: Really?
- C: that er after the service you have serve for some number of years before you +
- B: bring forth e-e. Then what is the essence of this thing + er maternity leave and all these things?
- C: No before you are qualified, previously, about some years back.
- B: Ee?
- R: I see
- C: Ee about some years back.
- R: And Did it succeed?
- C: No, because me I didn't come to meet +
- R: So you wouldn't know?
- C: So me after the training college, first year I completed 75 then 76 I brought forth + so that-
- R: That was very quick. <All laugh>
- B: The thing was planted before coming out.
- C: Oh, no.
- R: Oh it was planted, laid the foundation. Okay, I don't think I will+ take any more time. Thanks very much + erm for giving me this <recording breaks off>

<TEXT SIN 47>

This interview took place in the room of Rahi, a second year female student of about 23 years old, and one of the candidates for the post of Treasurer in the Atlantic Hall. The original aim was to elicit a less formal speech from her than was possible at the face to face. Therefore the fact that she was joined by Adelaide, her friend in the first year, who was about 22 years old, was considered to be fortunate rather than distracting.

In the text R refers to Rahi, A to her friend Adelaide and X refers to the researcher.

- X: You have listed here erm some of the languages you speak, Dagbani and Twi, Hausa, French. Can you tell me how you learnt all these languages?
- R: OK Hausa, I think I learnt Hausa at home. Okay, there were some Hausas in my house. I learnt Hausa with Dagbani at the same time.
- X: You did?
- R: When I grew up before I went to + the nursery I was introduced to Hausa, Dagbani and okay my Twi wasn't all that strong, Okay my Twi wasn't polished but later on when I was in primary school around class four, I think my Twi was polished around that time.
- X: Sakasaka +
- R: Primary whatever it says Tamale.
- X: I think my sister-in-law went there. <Laughter> Yeah so you would really say that Hausa and Dagbani were your first languages, sort of?

R: Yes

X: joint first languages?

R: Yes

X: Could you tell me about your language experience, please?

R: Erm, okay in the house we speak Twi and then, okay, my mother is from Larteh and then we also speak Larteh in the house and at school, okay, when we were in nursery we used to communicate in Twi.

X: Speak a little louder, please.

A: Okay. We used to communicate in Twi when we were in the primary school.

X: Oh yeah and then what?

A: Okay through that (...) okay + we also speak English that is in the classroom and then on campus, that is erm during break time and all those things

X: yeah.

A: During the primary school

X: Yeah + So what language language do you speak to Rahi?

<both A and R laugh>

A: English and Twi.

R: We speak English and Twi

X: English and Twi.

R: Actually I've also started learning English (at home). My brother married an Ewe lady. She didn't understand + Dagbani neither did my brother understand Ewe, so they used to speak English

X: Yeah

R: when they gave birth to their children they were speaking English to them so we all started speaking + I mean they kind of started speaking English in the house in my brother's house. So that was how I got to learn English, I mean +

- X: Yeah + So you learnt English quite early, in fact.
- R: In fact by class three I was speaking ---
- X: fluent English.
- R: Yes.
- X: Very lucky. Now, tell me you also listed that ---
- R: even though it wasn't polished, but --- <laughter>
- X: its alright, if class three you can speak something that's a great advantage.
- R: To me I was speaking --
- X: fluent English.
- R: Yes
- X: But you also said that er the erm you went to Germany.
- R: Mmm.
- X: But you don't list German as one of the languages you speak.
- R: No
- X: Why?
- R: No I don't, I don't I - I went there for holidays. I just went, I picked up a few words like good morning, good night, good morning
- X: German versions of good night, good afternoon. But I wonder, let me ask you a question and I assume the same question will apply to A. as well. Speaking all these languages do you not get mixed up linguistically sometimes. Do you know what I mean? Linguistic confusion.
- R: Sometimes
- X: yeah can you tell me.
- R: Okay, sometimes, sometimes when I'm speaking Dagbani, and I think it's, it's + because of the differences in the languages
- X: Yeah.

- R: I don't think I am very perfect in one
- X: I see.
- R: because when I am speaking Dagbani I mix a lot of English
- X: mm
- R: when I'm speaking Dagba- + okay I'm speaking English in the classroom
- X: Yeah.
- R: I don't, I actually try not to but maybe when I'm speaking to my friend or at home some Dagbani words can come in if you are speaking English
- X: Yeah.
- R: because everybody understand English and when I'm speaking Dagbani English --
- X: Yeah but what I mean is if you are speaking English do you sometimes introduce Dagbani or Hausa words?
- R: It depends on the person I'm speaking with
- X: Aha + Who would you ---
- R: For instance if I'm speaking to a friend or a sister
- X: Yes.
- R: I mean that one I can mix + er I don't know why I think I can mix because they will understand
- X: mm
- R: but when I'm speaking in the classroom or I meet someone in a formal this thing I don't.
- X: Don't you?
- R: Yeah.
- X: When you said formal what do you mean?
- R: Informal; sorry, in an informal.
- X: But what do you mean informal?
- R: Formal, formal, yes

- X: Formal, what is the meaning?
- R: That is when I go the office or when I meet someone for the first time, going for an interview, I mean those kind of + things, in the classroom.
- X: What about you, A?
- A: I think the same thing. Okay among my friends + I speak, okay I have some boyfriend who speak pidgin + they speak + okay they like speaking pidgin English and when I'm in their company too I at times try to speak with them, because --
- X: Speak what with them?
- A I mean Pidgin English. Okay, I at times try. Okay I'm not all that good +
- X: Yeah.
- A: The reason why I do that is that when they are speaking the pidgin I speak the proper English, okay the conversation doesn't go on well, I mean that's what I feel, I don't feel + I mean, I don't feel fine in their company because when they speak the pidgin, not that they don't under-- they can't speak the proper English but it has become part of them. When they meet and when I'm in their company I will do the same. Though I'm not all that good, but I try to. Okay, when I'm in the classroom or something, okay when I'm communicating with my lecturer or something I try to speak good English and then my friends speak good English to them.
- X: What do you mean your friends you speak?
- A: I mean my + that's an example is R.
- X: You speak good English to R., A
- R: Yes.
- X: But why don't you speak pidgin English to R?
- A: You know, girls, girls normally (don't) speak pidgin English + but it's found among --
- X: Is that true, R. ?
- A: It's found among boys.

- R: I don't speak pidgin English at all even though I know some few (...) I don't speak it at all.
- X: I see. Can you tell me, can you tell me why + why is that girls don't like speaking pidgin English?
- A: 'kay --
- R: Okay I think there are several reasons but some of these could be maybe + if you + it gives some, an impression, sort of when were are
- A: Yes
- R: the people you meet, when you meet respectable people who think that pidgin English is not right and you speak it at least they kind of form an impression about you and, you know, most of the time girls like to// impress
- A: Impress, // so they avoid speaking pidgin English. + I think --
- X: But do you think that their attitude to pidgin English is right? Do you, do you think that because one speaks pidgin English and one is erm a somebody--
- A: There is no doubt the pidgin English spoils your, mind you, <low tone> there is no doubt, there is no doubt.
- X: You are convinced?
- R: mm.
- X: Has it spoiled your English, A?
- A: Well, okay, well, //it hasn't +
- X: It hasn't//
- A: because I don't, I don't, I don't speak it unless I'm in those people's company.
- R: Okay, like, for instance, there was sometime bi there was an article in the newspaper commenting on people, the way people write their essays, most of the boys use pidgin English, in writing, okay even though they don't intend to use pidgin English, but at a stage they introduce pidgin without realising that they have + introduced pidgin English into it, that kind of thing. I think + I mean that's what I think and beside I can cite that as an example +

unconsciously maybe he thinks he is doing the right thing but +

X: But is it not strange that erm+ your Dagbani doesn't spoil your English?

R: My ?

X: Dagbani. It doesn't spoil your English. <R chuckles> Your French ---

R: Because, because my English spoils my Dagbani.

X: Does it ?

R: Yes, Because I can't speak - I can speak English more than I can speak Dagbani.

X: Really? Why is that?

R: Okay, maybe it depends upon + when you are speaking + okay, at home everybody (surrounding you) speaks English at ease. Mmh so I don't know. Okay, my mum - okay my grandmother whenever I'm speaking English, sometimes they laugh at me, ei Dagbani, they laugh at me like I can't speak good Dagbani.

X: And what do you consider to be good Dagbani?

R: Mm some words pronounce // +

X: wrongly//

R: yes, they say I pronounce them wrongly and when I'm going to make some statement

X: Mmm.

R: I don't make it -- I don't make them right.

X: Okay what about yourself? Do you -- I mean you don't think that pidgin may -- I mean your pidgin is er very restricted, reduced pidgin.

A: M-m, okay, yes +

X: Mmm.

A: actually I don't speak it.

X: mm

- A: In the house okay we sometimes speak English with our dad and then okay and then Twi
- X: uhu
- A: but Pidgin English is okay its only when + we speak it -- okay we have some terms -- we use some terms in the house --
- X: Can you give me a few examples?
- A: <Laughs> okay, er we we have terms like erm we call erm a visitor erm, okay we call a visitor chickey when she -- I mean when we have visitors or something -- okay maybe you are not around and then someone will come + I mean there will a person (...) So when you come we say -- for example right now the chickey -- you had a chickey or something. Ehe. Okay --
- X: Then who -- what kind of visitor would you call a chickey?
- A: That is a girl <both A and R laugh>.
- X: And erm, imagine that -- imagine for the sake of argument that your father's girlfriend + I mean just for the sake of argument would you say of your father's girlfriend that chickey was here?
- A: When I'm telling my brother or father?
- X: Yeah.
- A: My father?
- X: Yes your father, first.
- A: <Laughing> No I don't say that.
- X: Yes.
- X: But when you are telling your brother
- A: <Laughing> (I do)
- X: you might say your father's chickey //was here
- A: was here.//
- X: I see. <Both A and R. laugh>. But that's quite interesting. And what other terms do you--- ++

- A: Okay erm ++
- X: And what what if it's a boyfriend? How -- what do you + call a boyfriend.
- A: Boyfriend, we call it erm Kuntey.
- X: What?
- A: Kuntey
- X: Puntey. I see ++ well I mean I can understand chickey from chick or something.
- A/ R: E-e
- X: What --
- A: Okay, they say Kunta means boy. I mean +
- X: What language is that?
- A: I don't know. <All laugh>
- X: I see. Well, that's interesting. I didn't know that. I mean that is erm expanding my knowledge of of Jargons and what other terms? Just give me just a few.
- A: Okay, okay in the house maybe + erm our pop will be boring, will be boring us or something erm
- X: And what would that mean, please?
- A: That is okay, I mean you will come to the house and then he will be complaining he will be -- I mean angry with us and all those things, ehe, so you will meet-- we have something called kutashe chambers <A/R laugh>.
- X: Yeah.
- A: When we say Kutash then everybody knows that yes there is a meeting. Then we will meet in our room
- R: and then?
- A: have meeting that okay today when he calls -- I mean we are going to talk to him or something
- X: Yeah.

- A: that the way he talks to us we don't like it, that we are grown-ups and all those things. Okay so whenever you hear 'kutashe' yes there is going to be a meeting.
- X: Aluta of a sort.
- A: Yes <all laugh>.
- X: Does your father know that kutashe means that?
- A: No
- X: (...) Among the --
- X: Great. Let me ask you a question an interesting one, I think. ++ When + your father is around do you sometimes use such terms?
- A: Okay, we do.
- X: Why? Not to him, I mean amongst yourselves. Why?
- A: okay, because + we don't want + okay, we don't want him + to be aware of our + okay something like my brother's will be coming and he is very strict, my pop is very strict, so maybe I will be the first person to see her or something then I will say: P. chickey. Then he will understand and he will go out, you see? so okay when + my father will ask what is that? Then I will say Oh - we have a store in front of our house - so I will say someone is coming to buy something or something. So actually he + he wouldn't know.
- X: Better. So you do it to shut your father away from your own er conversation.
- A: Yes.
- X: That's interesting. Okay maybe, this language thing is quite intriguing and we could go on and on talking about language but let's talk about some other thing though about language, but not + about the languages you speak
- A: Mmm.
- X: You heard + R on the tape. Were you impressed with +
- A: Yes, I was.

- X: What impressed you? Can you tell us some of the things you liked about --
- A: Okay. ++ Okay her speech was very comprehensive and very (understandable) Her expressions too was + I mean they were okay; the expressions were okay. What else? Okay, she was able to speak to the hearing of everybody +
- R: Mmm.
- A: she was able to + express erm herself well; though I didn't-- okay I wasn't around but from the way she spoke I could see that she wasn't panicking + I mean she spoke with confidence or something, so on the whole it's quite okay.
- X: And what do you think yourself? <R laughs> Did you make the right impression?
- R: <Laughing> Yeah. Actually, I had to cut it short ++ because they said they allow only three minutes, but I actually made up my mind to speak + speak longer.
- X: Come on tell me some of the things that you'd have said <laughing>.
- R: Ehe, I actually wanted them to -- I mean impress them , tell them what I would do for them and that --
- X: And what were you going to do? Tell me. Just you imagine that I'm a voter --
- R: I would just tell them how I would have wasted time for them. Maybe I was just going to tell them that if they vote me
- X: Tell me.
- R: Okay when I go when I go -- to Tamale, I know a lot of Alhajis I can solicit fro-- funds from and when there is something happening they can always count on me; for instance, films, my uncle works at Ghana Films Industry, I can get films for them easily <laughs> I wanted to talk but because time was limited --
- X: Yeah, I see.
- X: But I mean otherwise you quite liked your own performance?

- R: Well, I thought I would + even though I had been acting when I was in the secondary school but its been a very lo-ong time since I + face the crowd; I think about five or six years since I face the crowd and I thought maybe I was doing maybe because when I was a kid I didn't feel shy, sort of. Even though. I was cool, but when I got on to the stage + I kind of + locked up my mind to it and then I was able to perform
- X: Mmm.
- R: but I thought I couldn't do it --
- X: Yeah. Well, I must say that I liked your performance. I + I thought it was a good delivery <R laughs> and erm if erm just listening to you was the criterion for voting, I mean I would have voted for you.
- A: Yes.
- X: yes I mean I thought yes that was one of the best speeches of the night in fact.
- R: Thanks.
- X: Now may I ask you erm -- both of you really + questions erm not so much to do with + erm language but with the university as a whole?
- A/R: Mm
- X: What are your general impressions + of the university?
- R: People still survive but I think the University is very boring + (....)
- X: Boring here doesn't + mean the same as my father is boring.
- R: No I+ Okay, good. <Laughter> We are being kept in the dark in whatever their doing. For instance in, with the arts departments, we realise that they are very very strict with the languages, French and English, they are very strict. You do all your best but you are never given the mark.
- X: Where, in Legon?
- R: I mean here.

- X: Oh here.
- R: Yeah <laughs>. A friend in Legon would say they always try to frustrate you in the Arts Dept. Because when I went + (...)
- X: Is it the same at Legon in the arts dept?
- R: No, actually it's not the same. Because when I went home my friend is doing French in the final year at Legon. I tried speaking French with her and to be very honest with you every sentence I had to remind her something even though in Cape Vars my French is + is considered to be -- I mean + I me- + okay I + in Cape-Vars is not good.
- X: It's not the best.
- R: It's not the best. It's not -- ehe in Cape Vars + on + at the level of Cape Vars my French is not good but when I was speaking to my-- she was impressed.
- X: So are you not - not happy yourself that erm here we we insist on standards. (....)
- R: The fact that I work hard and maybe she doesn't understand any better French and she will come up with er first class.
- X: No, she is not going to come up with first class.
- R: I mean, yeah, with a good class
- X: Like what? comparatively
- R: and I will come out with a pass.
- X: I mean in Legon, erm well, as far as I can remember the bulk of the people got lower, anyway.
- R: Mmm.
- X: You know what I mean (....) I mean lower is the general --
- R: You might not even- class
- R: You might not even get a lower here
- X: My, my, come on. I mean the way you talk you should + you should make a lower without much difficulty.

- R: Very frustrating.
- X: So you do + you think the university frustrates you?
- R: Yes. Mm
- X: And what other things? What about you Adelaide? Do you feel so frustrated as well?
- A: Okay somehow +
- X: Do you - wha-what- you do Sociology and French.
- R: Yes.
- X: Sociology and French. That's a rare combination.
- R: Okay the Sociology is my cognate
- X: It's a cognate. Then what about you?
- A: French, RS, Classics.
- X: Classics. Okay and erm how's your French?
- A: +++
- X: Is it up to Legon standard or-
- A: The French, okay, is posing a problem for me +
- X: Yeah +
- X: Why? But you are sure you could have made it, you know, without sweat at Legon.
- A: Yeah, because I have + I have about three friends who are now in Bukina Faso + okay we were on the same level when we were in in sixth form + and + okay when we came here even at times when I see them we try to converse in French and I see that I 'm even better off than they are.
- X: (...) (laughter) You know what I mean?
- A: Yes. And okay they so we compare I mean how + okay like how we go about the French+ here. I could see that theirs was a bit+ I mean + it was a bit + it is no- + it wasn't all that difficult as compared to+ Cape Vars (French) (...)

- R: Because in fact actually my friend told me some English aspects of French you could write that in English but over here they don't.
- A: Okay, even we+ okay+ in my former school weren't advised to do that, because they said that it would + if you are learning the language we should learning it but we shouldn't +
- R: // mix
- A: mix up// the two --
- X: Mm
- A: so we + we were + okay we knew that were to (use) + either English + you can write the French + the answer in English then quote in French -- that's what we were told or write everything in French and our teacher advised us stop because at the varsity we are not going to write English and quote in French
- X: Mmm.
- A: Everything will be in French so we were advised to + do that and okay we liked it because it helped us and we were all able to I mean we all did well at the end + but when I came here I realise that + er okay my performance wasn't +
- X: impressive
- A: yes (...)
- R: (...) because I + I in fact I always feel that I can do better than the marks I'm getting but in the end +
- X: Yeah, but you know marks + have a meaning+
- A: okay-
- X: only in the system they are given and + in one university getting 60 means a lot more than getting 70 in another. Imagine you get 60 in Cape Vars. It may mean far more than getting 70 in an American university
- A: Mmm
- X: so marks have a meaning within the context in which they are given; don't you think so?

- R: Okay, okay do you think that <U.S. a lot of shouting and singing from outside the room>
- X: I can understand that. (...). But apart from the + erm problems with the academic aspect of the university what about the university + as a place?
- A: You mean the social life?
- X: Yeah, social life, anything.
- R: With the semester system I realise that I don't have time for (other kinds of activities). You don't have much time because always you have assignments, they have a quiz so you have to + study for it. So in fact you don't really have time anything even though sometimes there could be something happening but you can't go. The following day you have + a quiz.
- X: Is that a good thing or a bad thing?
- R: It is a bad thing.
- X: Why?
- R: For instance, I can say that right now I don't feel like reading and it's not + that + I'm tired of reading but I have exams to write and I have to read
- X: Mmm
- R: but I think that at least I should have- they should have given us a week + before the exams so I mean either revise or relax just a little bit so that you can prepare harder but (we weren't given that) as quiz- in fact last week I had a quiz + so you had to prepare for the quiz, your mind is so tired, you have so much work for the (...)
- X: Yeah, yeah. And what do you think?
- A: Okay +
- X: You agree with your friend.
- A: Well, in some way, but + I'm not all that tuned to academic work. When I feel + when I feel like enjoying myself I do alright.
- X: That's nice.
- A: Yes

- X: I'm happy to hear that (Laughter). Why don't you tell (...) to your friend and why don't you (...).
- R: No I - I do I enjoy but the fact is there is nowhere to go and sometimes --
- X: Oh come on, you are not + you are not being imaginative.
- R: Okay, the life on campus is such that when you associate yourself with someone even though + okay, you don't want + okay both of you don't want anything just (...) but the way they will interpret it and if you are someone who cares about what people say --
- X: People think that you are +
- A: Yeah, I'm having an affair.
- X: Wha- wha- + at your age, what's wrong with having an affair?
- R: No, okay maybe you have + a serious affair somewhere but then you just want to make friends
- X: Mmm
- R: I mean make more friends with- without any intention but when you make friends people will have a different interpretation. You realise that you get bored because --
- X: And that worries you some.
- R: You realise that + okay you want to+ feel free, make friends, chat -- ehe
- X: So go ahead! <A laughs>.
- R: But they say these kind of things which can affect your relation that you don't want to be spoilt --
- X: Oh you mean the one back at home.
- R: Ehe-e +
- X: Well, I think there is a price to pay for everything, don't you agree with me?
- R/ A: Mmm.

- X: You can't - as far as I'm concerned but correct me if I am wrong but + erm I have attended four universities, you see and I think that the reason why people are brought together is not just to learn. Of course the interaction helps the learning
- R: Yes.
- X: but also to socialise
- R: It appears your movements are monitored.
- X: It means you feel worried about it but that means having an affair with somebody well,
- R: No, to me --
- X: what I mean is --
- R: I think-
- X: hang on, let me finish speaking. I mean that means that
- A: Okay.
- X: fair enough the place was created for that also
- A: Mmm.
- R: yes
- X: for people to meet, like each other and so on and so forth. Erm, I don't think that one ought to worry unduly.
- R: I m- just, okay, you are asking me about problems, it's not really worrying me, because I can- I'm someone who can lie in bed and read without worrying much and then sometimes I really want to chat.
- X: But you know this place is a small university and everybody is--
- R/A: Yes.
- A: That's--
- X: but that is the way you should see it. Just ignore, I mean erm +
- A: Because I know that at Tech + at Legon people, well,
- R: Tech but //not well,

- X: too much// when I was a student there they didn't talk so much about people but they do talk. I mean there is no society - I mean you are doing Sociology --
- R: Yes there is no society (...) yes they do talk but the (rate)
- X: if there is a society in which people don't talk about other people that must be a strange.
- R: Anyway
- X: Because we all talk about other people.
- A: It's true.
- X: You know the people I distrust most? are the people who say I'm not a gossip. I mean they are very often (...) I mean what about him? Getting about in the university, transportation and all that that's not too bad, is it?
- R: No it's not.
- X: What good things can you say about this university? <laughter by all> + Surely there must be something-
- R: <Laughing> Honestly!
- X: You can't see any thing good about the university?
- R: Yeah <still laughing> The only good thing I see about the university is I know that I actually don't regret for coming here (...) I know I + I'm going to + actually + okay, whe- I will appreciate what I came to do here, the education, it's not bad. I have my Education when I leave
- X: Ehe.
- R: and when I go out with my friends
- X: Mm
- R: (...) I know I can + I might even do better than them even though they have also been to the university. I may not get a good class as they did but I know that I can impress if more than they did, they would.
- X: And A. what good thing do you have about this university?

- A: Okay, + on campus I feel interaction is + okay
- R: as compared is okay as compared to Tech and Legon because I've been to Tech and the people I met even the girls, even some of my mates they've changed completely. Okay, they would see you they would just say hello maybe you were, you were expecting them to + I mean to converse with you or something but they would just say hello and pass. It's very + okay
- R: Okay, yes, besides --
- A: I hear the interaction is so --
- R: Okay we don't really talk about + we don't really care much the way you dress, even though + everybody dresses decently-
- X: But I think Cape Vars ladies dress better than +
- R: They dress decently
- X: in the other universities
- R: Yes they dress decently.
- X: I think they dress better (....) Among the three universities the ladies here dress much better than +
- R: And we don't really care. Yes, I mean as for our dressing --
- A: Okay, we don't gossip about girls who are dressing (...)
- X: So you see this thing happens everywhere. But tell me about the young men (Laughter from all) What's your impression?
- R: Okay when we came at the beginning of the + I mean first year+ there was never peace your room.
- X: Yeah
- R: We used to sleep at two o'clock
- X: Mm, why?
- R: Some people will come, they wouldn't like to go and you tell them to go + okay, you do all - all that you can just to let them understand that you want

some peace they wouldn't go. They kept on worrying us but now because // they are --

X: What about --

R: used to us.//

X: They've been worrying you what about?

R: Like they want you as a girl-friend

X: Yeah.

R: somebody says he is coming visit you he will come and sit down he wont even talk. He will just (laughter) he will sit down, he will look through your album ten times <All laugh>.

X: I'm getting an insight into the whatever + the October rush and all, what the rush is all about.

R: Yes. He will be very boring

X: Yes

R: E-e and he wouldn't go.

X: Oh, I see. And you couldn't tell him to go either.

R: No, you + you will tell him you want to sleep you will take a book to read he wouldn't go. Tomorrow he will come back.

X: So I mean in a + in a typical scenario somebody comes, looks through your album ten times or twenty and you want --

R: Actually when a man wants something you always know.

X: How - how do you ++

A: If he doesn't --

R: normally

X: know?.

R: I don't know. I think it's with all girls. If this man wants something I know he wants to + hassle me + maybe the way he'll behave towards me. If he doesn't mean anything I will know.

X: I see.

- R: He will feel free, he won't be nervous-
- X: Oh so nervousness is associated with --
- R: Not, not + I mean some people. Some people can be nervous some people + not everybody --
- X: If somebody is an accomplished hussler, how --
- R: Yes, he has guts
- X: Yes
- R: he will just tell you without +
- X: Do you --
- R: I mean hesitation +
- X: Do you prefer those with guts or those without (laughs)? I'm coming to ask you the same question so you've got to think about it.
- A: okay.
- R: E-e, yes, okay I think I prefer those with guts
- X: Yes.
- R: Those people you can tell them your piece of mind and they can also give it back to you and if <X laughs> and even if the relation is going to be established at least you all know your stand than someone who will come and be quiet you don't know what he is made of then if he decides to be with you you start having problems.
- X: Yeah, yeah. A., what's your preference?
- A: Okay, I've realised that most of the boys what they do is that + okay when, when they want you as their girl-friend they won't tell you straight ahead
- X: Yeah.
- A: and then they will be free with you; they will be very free- + I mean, but from the way they do things --
- X: Is that a bad thing?

A: No, that's, that's the + best way of + I mean getting --

X: Why? You seem to have <laughs and drowns speech> a lot of experience in this + in this matter. Why is that better than some other way?

A: Okay, through that you able to + you will get to know the person very well + how + I mean his behaviour and +

X: But don't you think all that is a put on? I mean people just put on their best behaviour --

R: Yes.

X: when they want you.

A: But even as time goes on you will realise that he has some flaws

X: Mmm

A: or something + you see? You + okay you will get to know the way the person is

X: Mmm

A: whether he is jovial or I mean he is very sociable and all those things, ehe, and those people they are never + okay, their invitations or something + I mean, those kind of thing or their treats are never too dull.

X: I see mmm.

A: That's another way of --

X: Thanks for the tip of. I know how to behave next time.

A: Yes <All laugh>.

X: Now, erm, let's shift the + ground a bit. Let's talk about + this is going to be my last question so you can study, because I'm quite sure you are beginning to feel a bit <R laughs> nervous about your time. Now you know about the bonds + university students are supposed to fill, the bond forms.

A/R: Mmm.

- X: What's your reaction? Can you just tell me + er briefly what your reaction is to the bond? Why don't you want to sign it?
- R: Okay, I don't want to sign it because + if you want to + look (at) students as + I mean general or the human being as a whole some of us really want to teach + and some don't want to. Some of us come to the university right from sixth form.
- X: Yes.
- R: Our parents take care of us but some of - some people are here on study leave; they get paid by the government or whatever (their situation) they go back. Okay, when you bond me for five years I don't have interest in teaching. I didn't come here just because I wanted to + maybe had been purely an educational university I wouldn't have come here but because there were other things associated with the + Educational taught here that was why I came. The job satisfaction alone is very very important. When you are in a job and you are + and you don't get that satisfaction you want from that job you can never do that job well. Yes, so that + I mean that's why I feel that it's very wrong for them to + because you push me into a classroom I wouldn't give up my best.
- X: I see, yeah. A, What's + why don't you want to sign the bond?
- A: <Laughs> The reason is + I don't want to sign the bond because ++ in the first place the years being given is too much, five years is + I mean teacher- + teaching in the classroom is too much. At least we should be given two years or something okay, the - the bonding + is one way or the other is + I mean we are serving our nation. We all have to serve the nation or something, but the years is too much. That's what I hate + and its- erm I don't think it should be (...) I mean we should be questionable. Like teachers + I mean those who are on study leave they are teachers already. So if + if after the first degree and you happen to get a job somewhere they should allow you to - I mean enter into that field but really teaching because I know + erm those reading B.Com and B.Sec they are services are needed especially in the administration + I mean this administration and all those things, institutions and all those things, so I don't + I don't see the reason why they should be + pushed + I mean they should be forced to enter into the + teaching field

or something and there's no difference between Cape Vars students, those in Legon and even those in erm Tech. We are all + I mean + we + we are all pursuing the same erm + erm how do you say it is academic

X: Yeah.

A: prospect or something +

X: Is it true -- I mean this is my own feeling -- correct me if I'm wrong -- that erm of course it's not + right to be forced to do anything + but is it not true that the bottom line in this debate is the money involved in teaching?

R: Yes, truly it's the money in teaching. The job is not lucrative

X: Mmm.

A: If anything at all we should be claiming some benefits.

R: We should be able + there are some people who work with customs okay + certain types of + I mean the job is very risky but because there is money in it they go and do it even for their life, at least. So if the er teaching is made lucrative I think people will be forced to + because there are ...

<The recording ends abruptly>

<TEXT SIN 48>

This interview was conducted in the room of the interviewee, Castro (C), a third year Science student of about 25 years old. Castro also features as one of the candidates for the presidency in the Atlantic Hall elections. He also provided one of his notice-board articles as data for the analysis of students' writing.

R refers to the researcher whose speech was not analysed.

R: Em okay. We are going to call you simply Castro. Er thanks for filling this form. Er I realise that you like writing. Tell me how did you become interested in writing?

C: I became very interested in writing + okay when I was in the elementary school it happened that I didn't like reading literature books but I saw the need for reading because when I reached the secondary school my English was very bad.

R: That's <O.S.> very good

C: Yeah, my English was very bad so I realised it and one time I had to tell my teacher to tell me how to approach the reading. He did that and in my examination I had to -- get aggregate four in English.

R: That <O.S.> wasn't bad.

C: So in fact when I came to the university, I saw people writing articles and I liked such articles, so I had the feeling that since people were writing such articles, I had to em start doing something and --

R: Yeah, but <O.S.> you're a mathematics student

C: Yeah a mathematics students.

- R: Do you find that er as a science student, writing doesn't come as easily as perhaps your calculation?
- C: Yes + it is very true because em whenever I write my English erm I don't use this figurative speech, I mean speech which is an arts student. I write simply English which everybody can understand so I felt it was very easy for me to construct these very simple sentences so I don't think its difficult for me to construct my sentences, when I'm writing.
- R: Good <O.S.> now could you tell me em what sorts of things do you like to write about and why?
- C: Personally, + I like to write about things happening on campus, I mean + at present. and cases that are related to the university community or okay to the whole community, because I tried once to write to the Graphic Corporation. You know, to + publish one of my articles but it's very unfortunate that it hasn't been published. So anything that I see and feel it is not on the right path [paf] okay, I want to write to correct that.
- R: Yeah <O.S.> social themes or what? I mean what --
- C: Okay, like <O.S.> social life on campus, like economic, the political situation on campus and all those things.
- R: Yeah (O.S., low voice)
- C: And then things around us which I mean, + I feel it's not going all that okay. I write to correct them.
- R: Okay <O.S.> Now, what was it you wrote about, the one you sent to the Graphic? Can you tell us?
- C: Yeah, <O.S.> okay, + it was about the way this local people + the villagers, the way they handle the school children. At our place, Aflao, it came to a point when the teachers will tell the children to go and then do "operation feed yourself". I mean when they go to school, the only thing they do is to go and carry blocks, or go and carry gravels from here to here and they find it very difficult to stay in the classroom to learn and what was what I wrote about to the Graphic Corporation.
- R: Was it promised you that em it will be published?

- C: No, there was no promise and secondly too I wrote another one. I sent that one personally and this is em what this very article <C shows article to R>
- R: Yeah em.
- C: I sent it to the editor thinking that it will be published and all of a sudden it hasn't been published with any reason and I've asked the reason why it hasn't been published.
- R: Erm but <O.S.> em so you have any guessed why?
- C: Okay, the guesses --
- R: I'm sure you've been thinking about it..
- C: Yeah, exactly, what I guess is the way I wrote the article it looks as if I'm trying to dictate to the government, right?
- R: Yeah.
- C: Because, it was about Esi Sutherland Addy. I was just trying to tell her to withdraw some public letters. Those not allowing university graduates, sorry UCC graduates going to these places to work. So, it looks as if er the letter is somehow personal that --
- R: We aha I'll come to that, but em let me ask a question about your other name, nickname, Castro. Em what connection does that have with Fidel Castro?
- C: Alright, I would say that that name Castro has been given to me by my daddy. We are four boys, but the eldest hasn't been given any name. Okay, + the rest of the three which I'm included
- R: Yeah <O.S.>
- C: The first has been given <About two minutes loss of speech because of power cut.> Okay, the reason why he gave us those names, I can't tell.
- R: Yeah <O.S.> but do you have radical views?
- C: Mm I don't have any radical views but
- R: Are you a socialist?
- C: Well, one thing I can say is sometime in the house, my daddy and mummy, they regard me as a very

stubborn guy and you know I believe that okay as it has been happening as it has been said when you take the name of somebody who has done something bad,

R: Yeah <O.S.>

C: When you take that name at least you will do something in connection with that person.

R: I see

C: So, all along, they've been regarding me as a bad boy in the house.

R: All right, castro is the name of a bad boy

C: Ah ha so

R: So you + the name suits you?

<R and C both laugh>

R: I don't think Castro is a bad name anyway. <C laughs aloud> Now, one of your articles em you wrote, the one you sent to the Graphic to be published em + obviously was about the bond + which students have to fill + bonding them to stay in teaching Em could you be a little more explicit about your views+ you know about the bond?

C: My view of the bond is: We have three universities in the country and we all enjoy the same financial incentives from the government, that whatever we get here the other two universities also enjoy the same thing and you know Ghana is a place where teaching is not regarded, right so we all feel that going to the claassroom is just like going to hell. So even if they want us to go to the classroom, I mean they have to attach special allowances, I mean to whatever they've been giving us, so that can be taken as a morale booster. But it looks as if we don't get anything of that sort. So --

R: Mmh <O.S.>

C: Those at the + those at Tech and Legon when they finish they can get some fine places like Cocoa Board, the banking institutions and the rest and they will feel very happy over there, but if we go to the classroom, you know the place is not lucrative and therefore we shall remain poor.

R: Yeah <O.S.>

- C: So that's why we don't want to go to the classroom when we finish.
- R: Yeah <O.S.>
- C: So that's my view about the whole thing.
- R: What exactly do you mean by going to the classroom is like going to hell? + can you substantiate?
- C: Okay, that's why I'm saying that in Ghana for instance teachers are + okay teaching is a profession which we don't regard yeah we don't regard, especially teaching in the elementary schools or okay sometimes in the secondary schools.
- R: Mm <O.S.>
- C: Unless, of course you make a headway yourself. Apart from that
- R: Yeah <O.S.>
- C: When you rely on the government, I don't think you can make any headway.
- R: Do you think this is a very good thing to happen in any good country?
- C: I think it isn't nice to happen in any good country.
- R: Yeah, why is <O.S.> that?
- C: Okay, as I said earlier on, erm em the classrooms, you know, then I think all the allowances that they've been getting, I mean those working in the hospitals, they have to be doing the same thing to the teachers and even more. Yeah, even more because if there is not teacher in the country, I don't think the country will grow. So they have to look into this and then make sure they give some + I mean reasonable allowance to the teachers.
- R: So ,<O.S.> so do you think that em the em poor regard in which teachers are held is er eventually something that draws back the country? Is that what you think?
- C: Yeah.
- R: Now can I ask em some specific things about some of your writings.

- C: Specific <O.S> what?
- R: Yeah, I mean specific to these writings.
- C: I don't get you.
- R: What I mean is I'm going to ask you questions about your articles.
- C: Okay, okay.
- R: Now tell me I mean how really, this one <picks up an article> what is it motivated this piece of writing?
- C: Which is that?
- R: I mean the "Castro Series".
- C: Yeah, the "Castro Series". Okay, this was the title I gave my articles, but I've changed it to the "University of Constant Confusion".
- R: I see <O.S.>
- C: Yeah.
- R: Okay, do you mind that in brackets somewhere there? University of Constant confusion by which you mean UCC. Is that it?
- C: Yeah <O.S.>
- R: So why do think UCC is a university of constant confusion?
- C: Okay, one of the reasons is just what I've elaborated on + the bond okay + what I wrote here is about lights here. The first paragraph talks about the light on campus. Okay, one thing which I have seen about Legon is when you're going to Legon er you know you're reaching an important place, because you can see street lights. You find life there very comfortable. Now, in the University of Cape Coast, in fact, even when you are coming from Accra, there's no light and even the gate, there is no light over there.
- R: Yeah <O.S.>
- C: So you don't even realise that there is a university here. Meanwhile the university is a place where

there must be + I mean, should be recognised, right? So there are no lights here and it's very bad. Of late there have been some murder cases here in Cape Coast, and they can also take place here.

R: Yeah <O.S.>

C: Meanwhile we've been walking from Science at about 9 in the evening <About two minutes loss of speech due to power failure> So I'm just calling the attention of the SRC to see to it. Yeah.

C: And + the second point talks about + It's rather the first paragraph.

R: Okay, that's alright because you begin by talking about how the University was closed down, I mean went down.

C: Yeah, okay, I've seen that this semester course is disturbing the authorities really. I even wrote an article on that specifically last semester.

R: Yeah <O.S.>

C: About the way they handle activities on campus.

R: Yeah <O.S.>

C: It looks as if somewhere last year when the SRC was to hand over to the present executives, Now when they had the face to face. I think attendance was very very poor and that was really the time first and second year students were going to take their exams.

R: Mm <O.S.>

C: I for instance, I was supposed to take an exam the following day but I managed to go to the auditorium to listen to whatever was going to take place there. The population was just too poor to, you know, to really assess the particular student who should be the president or secretary or the treasurer and the rest so in fact I wrote on that so that they don't clash with+ with our exams so that students can go there, assess and then select the right person who can be the president or the secretary and the rest.

R: Yeah <O.S.>

C: So that if this is the case, then I think this also has got something to do with those holidays and the

rest. Just because we were supposed to come to school on the 26th of November, that was last year.

R: Mm

C: But all of a sudden we had em + an information in the papers that we should come on the 7th and you know 7th December coming to spend about two weeks or three weeks on campus and go back to spend the Christmas is very serious.

R: Erm

C: You know, some people came from the north and the rest. when they come going back home to celebrate an activity which comes once in a year will be very difficult and so they have to stay on campus feeling lonely.

R: Yes.

C: And, you know, I feel that is just too bad. I mean they have to schedule the whole thing so that if + they should have brought this re-opening to say + after the new year, something like 3rd January, so that we could all enjoy the Christmas in our home towns.

R: When you were speaking you said that one of the things that could be done was to make that face to face happen at the right time so that the right kind of person will be elected to be president and so on and so forth. Whom do consider to be the right kind of person. I mean what kind of person do you consider to be right?

C: Let me + when I say the right kind of president, what I want to say is +

R: What's your idea <O.S.> of the right kind of president?

C: [Laughs] What I want to say is that when they go to the face to face I mean there are certain questions which will be thrown to the candidates and such questions + when the candidates answer such questions you will know that he really has an idea of whatever post he wants to occupy.

R: That's <O.S.> right.

C: So that person because you listen to him whatever he says I think he can be able to answer any

gestions any where so that if you don't go there it means you will not listen to the person who has given answer to questions which nobody can answer.

R: Yeah <O.S.> Okay, let me put the question again, em in another way. In you opinion, what are the qualities that make a good presient? Is it just the ability to answer questions at the face to face?

C: It's not just the ability to; but okay + all depends on the way you behave on campus.

R: What <O.S.> kind of behaviour?

C: Okay

R: What constitutes good behaviour?

C: When I say behaviour you have to be polite just to make sure everbody likes, not everybody I mean the majority like whatever you do on campus and your ways must somebody who can really take care of the rest, right if you're really supposed to be a leader, and also somebody who's + mm okay

R: Are you <O.S.> yourself hoping to be an executive member one day?

C: Okay, that is my plan to be, but eh it happens that my health will not allow me.

R: Now, what about your health?

C: Because of late I've been getting very sick even as at now I'm not all that strong.

R: Aren't you? You look fit to me <C laughs>.

R: What's your problem?

C: Okay, when I was in the first year I had some chest pains. Right after I went in for the Gusa games and I was admitted at the hospital for about three weeks.

R: Yeah <O.S.>

C: So I had to write some of my papers at the hospital and I took a paper at the hospital that time.

R: But I hope everything was okay.

- C: It wasn't <o.s>. Okay, because I had a referred in your paper.
- R: Oh really? <O.S.>
- C: I had to re-write it and I had a C.
- R: You had a C but it was okay, okay.
- C: So as at that time I haven't been feeling fine.
- R: Yeah.
- C: So I even stopped playing games.
- R: I see.
- C: Soon we are supposed to have the Cuva games but I can't play.
- R: Yeah <O.S.>
<Two minutes loss of speech due to power failure>
- R: What game do you play anyway?
- C: I play basket ball.
- R: Have there been any matches that you really have liked? Has there been any tough match? <Two minutes loss of speech due to power failure>
- R: And how did it go?
- C: Okay we had a tough match with Ashanti region in fact one guy called Kojo D he is even here in fact the match was really tough in such a way that + the guys were really tough.
- R: How tough? What do you mean tough?
- C: Okay, they were very strong and stout, let me say it that way and we I mean we were just being manipulated on the turf that we weren't able to play to our expectation.
- R: Yeah. Do you really think that in basket ball physical strength is important?
- C: Very very important. You must be very strong because it's a game which needs strength.
- R: I see <O.S.>

- C: Because it comes to a point when you are hustling for the ball, you know, you have to apply your strength, to get hold of the ball, otherwise, you know, opponent will push you and you'll be down.
- R: Yeah.
- C: Even stronger than football if I'm not mistaken.
- R: Really, yeah, yeah <O.S.>
- C: Because the court is very small and you all cluster in it for the ball.
- R: Yeah. Okay, let me just ask you one question about basketball then we leave it. How do you score a point in basketball? Can you describe it?
- C: Alright, okay. We score a point + we've got an eighteen in basket ball, right? When you are outside that eighteen--
- R: What is an eighteen?
<O.S.>
- C: Okay, we've got the touchline, right? We've got em the back board and around it there's a semi-circle.
- R: Mm hm <O.S.>.
- C: And when you are outside that line and you throw a ball into the net, that gives you three points, it gives you three points. Fine. But when you are inside the line and you throw a ball into the basket, then it gives you two points.
- R: And you also have some penalties.
- C: Yeah, penalty. When you are in the eighteen.
- R: Yeah <O.S.>
- C: And somebody is going to shoot and you happen to hit the person then it's a foul against you.
- R: Yeah <O.S.>
- C: He is going to be given a penalty, two chances to throw in, but that throwing in gives only one point.
- R: I see <O.S.> Now tell me something. You've been here + this is +

- C: The third year.
- R: The third year. Alright. Have you really enjoyed studying here?
- C: I can say I must enjoy studying here, but just because + I'm more or less, should I say a sickler, or something like that.
- R: O come on /k-mon/
- C: Because -
- R: to say that you are a sicker.
- C: Because very often + even tomorrow I'm supposed to go to the hospital to report to the doctor.
- R: I see <O.S.>
- C: It makes me not to have much time for my studies.
- R: But I <O.S.> hope your mathematics is coming along fine.
- C: Yeah, okay.
- R: Well I think that's about enough. Thank you.

<TEXT SIN 49>

This interview was recorded by one of the research assistants (R). It took place in the room of one of the informants who were both female in their early twenties. There were two interviewees, A and B, who were friends as well as quite well known to the researcher.

A: Me, I won't sleep with you. I will sleep on the floor. <U.S.>

R: ... I'm lying oo.

A: Eh!

R: <U.S.>

A: And you too?

R: Me I'm different.

A: You, you are a British. Your colour mpo tells me so. Just your colour tells me.

R: Okay, basically, I don't want your names + to come into this, so you have to find code names. So that you + you can call yourself...

A: Mm. <O.S.>

R: What?

A: Mum

R: Yes, Maranatha, S. or something, or any other name.

A: Mmm.

B: I'll call myself Es.

R: Your names are not important. I don't even want a surname.

B: Okay, A.K.

- R: So, may be, erm, I don't even know how I'm going to ask the questions. But I'm going to ask you just about your background. Then may be, I'll ask you to talk about...
- A: Your background in English. <O.S.>
- R: Your background in English. May be I'll ask you where you went to school and that kind of thing. Then I may ask you to talk briefly about one topical issue. Maybe I'll start with you.
- B: I can't tell you anything meaningful <laughs>.
- A: Oh you can, you can.
- R: Once you use the words, you'll have something to say. So erm + we're about to begin. I'd like to know a little about you. What language did you learn first? Was it English? Was it Fanti?
- A: I learned Ga first. But then, at a certain stage, I had to stay with my grannie and she decided to change it + so she was teaching us, + okay + we were speaking English with her. And she felt that would help us in school.
- R: Around what age did you start learning English + learning the first language?
- A: The first language? Being Ga or English?
- R: The first you learned in school.
- A: I cannot really give a clear ++
- R: But it was before five years.
- A: Yes, before five. And English came in around + I'm not sure, four, because by the time I went to kindergarten, I didn't find it difficult. I didn't go to nursery, because of that.
- R: Because you had learnt English at home, so you could manage it.
- A: Mmm + I think that's why they didn't find it necessary. Since I had ++ the knowledge of certain basic things.
- R: So what about B? What language did you learn first?
- B: <U.S.>

- R: So you learnt Ewe at home first.
- B: Mm.
- R: So when did you first learn English?
- B: That was when I went to kindergarten.
- R: When you went to kindergarten. So you learnt English at school.
- B: I started speaking it at school.
- R: Do you remember whether you used to speak English only at school?
- B: Okay, at home, I only spoke when I was asked to recite some poems.
- R: So, currently, do you speak English at home?
- B: Okay, + not always. But most of the time I do.
- R: But whom do you speak English with?
- B: Friends, okay when they come around.
- R: What about your immediate family?
- B: I hardly do.
- R: But sometimes you do speak English with them. But when do you speak English with your parents?
- B: Okay, when there is a message to discuss. Pertinent issues and something that deals with school matters.
- R: What about your smaller brothers?
- B: I speak Ewe with them.
- R: You speak Ewe with them.
- B: Mmm.
- R: All the time? What about your native language?
<Directed to A>.
- A: I speak + erm + Ga with my mammy and my grannie. But I always have to speak English with my dad because he is a Fanti and he cannot speak Ga and I cannot

speak Fanti very well. The only way we can communicate effectively is by speaking English.

R: What about your brothers?

A: We speak Ga most of the time.

R: You hardly speak English.

A: We do at times.

R: That's fine. May I ask what school you went to?

A: Okay, + I went to kindergarten at St Theresa's, Kaneshie, Accra. A Catholic school and then, I later went to Bishop Bower's + Laterbiokorshie. Then after that I went to Wesley Girl's, Cape Coast, and now I am here, Cape vars.

R: May I know something about your educational background? <To B>.

B: <U.S.>

R: <Now questions A again>.

A: I read Arts.

R: You did English language too.

B: Yes <O.S.>

R: What grade did you get? You may not, if you wish.

B: <Laughs>

R: What did you get, A?

A: I had three.

R: What about A level?

A: My A level? I did literature.

R: Would you mind telling me what grade you get?

B: <laughs>

R: You don't want to say it? You didn't do A level literature, did you? <To B>

B: I did.

R: And that was...

B: That was a D.

R: You are reading English in the university, I suppose.

A: Yes.

R: How many are you in your family?

A: My mammy's children? I mean... + or?

R: The nuclear family.

A: <O.S.> The nuclear family? We are four, three children, and my mammy. We do not live with my daddy.

R: Okay, and what work does your mammy do?

A: My mammy works with the State Insurance Corporation.

R: May I ask what level of education she has?

A: Erm + she went to school up to form five. After form five, + she went out of the country, + and she had so many batches of courses. + And she finally + started, okay, she started working with a bank, the commercial bank, when she cme here, when she came down. Relating to the courses she did outside, the courses she had outside, so she had to work with the commercial bank. And...

R: <O.S.> So you're saying your mum's level of eduction is post-secondary.

A: Yes.

R: What about B?

B: Also post-secondary.

R: What is the job your dad does?

B: My dad is a travelling agent.

R: And your mum?

B: She's a secretary.

R: I want us to talk about a topical issue, the bond issue. What do you feel about the bond? Do you think it is fair to you?

A: I cannot say I really know much about the bond. I've not been reading. All I heard was that we were supposed to sign a bond. After signing, + erm + the bond, you're supposed to serve the government, the GES for five years. ++ That's all I know about the bond.

R: Do you have any ideas to share about the bond? <To B>.

B: ++ < O.S.> But I think we should all be bonded, but not us specifically because the other two universities also at times find themselves in the classroom. So they should also allow students of UCC to decide actually where to work.

R: Since the bond issue is not something that you are too conversant with, let's talk about something that affects all of us as graduates. How do you feel about staying in Ghana after graduation?

A/B <Laugh>

A: Hmm, + staying in Ghana after graduation.

B: I think we can only look at this issue in respect of the economic situation. To start with, after graduating, ++ <O.S.> Looking at the economic situation, I cannot actually adjust to the demands of the family.

R: <Directs question to A.>

A: I personally wouldn't mind my staying here. So far as, I get certain things, + I mean, things that will satisfy certain desires, like, + okay + most of the time, after passing through the system, when you come out, you want to live in a certain way. That's why + in fact, we need money. It's money, that's why people go out of the country. You want to come out and live in a certain manner, of course, some high standard. You want to be in your nice car, live in + I mean, your nice house. + And normally, people do not get these things when they stay here, because their salaries will be so scanty that after seeing to some basic necessities, what will be left is so little to cover such expenses.

- R: So then, do you feel you can acquire the things you want to, if you stay here?
- A: I think so.
- R: How do you hope to acquire them?
- A: Okay, + after school, if I'm working somewhere, wherever I'm put, I can be doing something in addition., If + er+ I know how to sew, I can be sewing beside my work. As we've been bonded for five years to teach, you'll not spend the whole day in the classroom. Normally, you have few hours, ++ I mean, free, so if you know how to sew, you can be sewing. If it is trading that you are interested in, you can start with a little capital. You don't necessarily need so much, so you can start. Other than that, you find some other ways and means, + I dont know.
- R: Supposing, + after school, what plans do you have for the future since you dont seem too keen on leaving the country?
- A: Just as I have said, apart from the work I'm doing, I mean, if it is teaching, I'll do something in addition to that.
- R: That means you have some kind of skill. What is it?
- A: Yes, at least, I can improve upon my sewing. Braiding hair too. At least, I can handle it. + So if I improve upon these two + should I call them skills, I can not them skills here.
- R: So it means you are not perfect.
- A: I'm not perfect, because, I do not practice, but at least I know that I have the idea.
- R: So do you sew your own clothes?
- A: Yes.
- R: Most of the time?
- A: Not most of the time. Because I do not get time, I'm not able to sew most of my things. But the little time I get, I try to sew. Sometimes, I sew my own things, and then I sew curtains and cushion covers for my house. And sometimes for my little sisters and little cousins.

- R: Question about making it in Ghana. <To B.>
- B: <O.S.>... I think it depends on where you work. If you can make ends meet, it will be worth staying.
- R: Your plans for the future? Any goals?
- B: Okay + I'd like to + I don't have any. ++ Okay, I think I'll like to be a translator. <O.S.>
- R: Question about the variety of English student speaks.
- B: I think I speak the Queen's English. I'm trying to speak that.
- R: Do you speak pidgin English?
- B: Sometimes there is the temptation to speak pidgin.
- R: Do you use a mixture of languages?
- B: No, I don't mix.
- A: I think there are some terms in the ++ even in the native languages. Like as you say, vernacular, there are some words that we do not have + erm + something like + okay, I think I can use an example to illustrate it. + Er + bus. Most languages still repeat 'bos' although the pronunciations are different.
- R: I think there is a word for 'bus' in vernacular. In Ga, we can say choni.
- A: But choni is general. If you say 'choni', it can be a bus, a car ++.
- R: So generally, it's used for vehicles.
- A: Yes.
- R: But the fact remains that there are words for these things but people tend to mix the two. Do you do that?
- A: To mix the two? how?
- R: For instance, when you're speaking English, 'as for that boy paa'
- A: Yes I do.

- R: Do you do it quite often?
- A: I think so, because there are some words that I do not know how to change, I mean the language. As I said, 'bos' or something.
- R: So you only include English words into your vernacular not vise versa?
- A: I think so.
- R: And not something like 'you paa'.
- A: I do I do I do, but ++ you can avoid it. But normally when you say such things, it's during an informal conversation.
- R: Fine, fine, so you do it at times.
- A: Yes.
- R: What kind of English do you think you speak?
- A: I think I'll say Ghanaian variety of standard English. Because if I say British English, English is their native language so they can handle it much much better than I can, since I learned it as a second language and I'm still learning it.
- R: So what about pidgin English?
- A: No, I don't.
- R: You never speak pidgin English.
- A: May be ++ when you talk of such things like the 'paa' if you put that under pidgin, I could say yes. But then to speak pidgin ++ So I speak some.
- R: Could you give me an example?
- A: You paa. But even that you can say they are some jargons. Because that's not a language.
- R: Do you have anything against pidgin English?
- A: Not really. I can only be against it when students try to use it in their books.
- R: Would you say it has contributed to the fallen standards of English in the country?

A: Yes. As soon as you are able to speak pidgin freely with anybody, you'll not mind, if I should call it the standard English, you don't mind it very much and you'll forget.

R: But your brothers speak pidgin English.

A: I think so.

R: And do they speak it with you?

A: No.

<TEXT SIN 50>

The present interview was recorded in the room of Agnes K. (A) one of the informants who was 22 years old. The other informants were Emelia her room mate, who was about the same age as A. and George S who was about three or four years older. Both A and E were in the first year but G was in the final year. The researcher (R) was accompanied by one of the research assistants (S) whose speech like that of the researcher was not analysed.

<The beginning is not intelligible>

A: I don't really think someone who can speak very good English can + speak pidgin English.

R: What I mean is they don't have to <u.s.>

A: Okay, Okay, but, but students, I believe, they feel when they speak pidgin English then it means yeah you're strong.

E: That's for students but then somebody who is fully educated I mean <U.S.>

R: Do you think that pidgin English, Emelia, do you think Pidgin English might adversely affects your standard English?

A: Emelia.

E: No.

R: You are not sure but what about those in the secondary school, do you

E: <U.S.> sometimes in writing they forget and write <U.S.>

R: George!

- G: Hello. Yes I think I'll come in here. Er (....) langue parole. I think er it's er sort of + it depends on how well the person has been grown to absorb <U.S.> If you don't practise it you can't speak it so if you meet someone who's been speaking pidgin English for a long time when it comes to expressing himself in proper English, in the correct way, he finds it difficult and he'll reverse to pidgin English. When we went on Teaching practice there was an example like that <-----u.s> he said see inside give me oh; because he's never had the chance to practise the other type of English.
- R: (and who did he say this to?)
- G: He wrote it on his exam paper for his teacher + <All laugh> see inside for me o. Because he's had no chance of practising things so it's just like the acquisition of any type of language you start with sounds words and sentences and then a hu-uge array of <U.S.> which is not bad.
- R: But do you really think that we should legislate (against it?)
- G: It's impossible (it can't work)
- R: Why?
- G: It can't work- Sir I don't think you can decide, and it can't be everybody, say you don't mean to tell me that I should walk with two school boys and just+ er well admonish them any time they speak pidgin English. <U.S.>
- S: Yeah, but suppose we could get them would it be better for them? that's the question. What do you think?
- G: Well, I think er +
- R: Suppose we could do it round the clock would be worthwhile ?
- G: I think it would be worthwhile.
- E: No, I don't think we could stop them
- R/S: No suppose we could.
- E: We could? You can't stop them from speaking Pidgin English.

- S: Why?
- R: I mean suppose we could stop them would it be worthwhile to stop them. That's the question.
- A: Because maybe that's the only way they feel they can really communicate with each other; understand each other; yeah, so you can't + I mean you can't stop them + and you shouldn't try to. <overlapping>
- G: I think she has a point there. You see, pidgin English flavour + that speaking proper does not give. [
- E: Yeah.
- G: If, if I want to tell you-
- [
- R: Yeah, what, What flavour is this?
- G: He knock me hard paa. It's more natural than he really knocked me hard. It's sort of (stilted) so we have to think of the + of-
- E: At times you can even (... more) it gives more meaning.
- G: Yeah. It's, it's not that it gives more meaning but they are used to speaking a certain type of English and may not convey all the nuances in language + okay <U.S.> it's not our local or our L1 okay but pidgin Eng-
- R: What is not our L1?
- G: English is not our L1 + but with Pidgin English you can mix it with your L1 so that where you find English words not sufficient to convey the meaning you had in mind- you had in L1 and he knock my (tiko) instead of saying he knocked my- he knocked me on my <U.S.> he knocked my <U.S. ---laughter.>
- R: Are you + are you then saying that Pidgin English is + a kind of safety valve because it's er the sort of thing you escape INTO when you <overlapping talk between R and G
- G: //Not always.
- A: Not always// not always because some people- it's not everybody who speaks pidgin er pidgin English
- R: Mm

A: Yeah but they can I mean communicate with each other
<U.S.>

G: Yeah for those of us who have a lo-ong er history of speaking standard English we don't have such difficulty

A: Mmh

G: but for some one who's come from the village school English is not well taught or where he doesn't speak English apart from when he is speaking to the teacher in class he finds it easier to speak pidgin English- and I think there is an observation that most of us make even when we were in the second term we were speaking English really well + okay those who didn't have a long history of speaking standard English could not speak even the pidgin English well +

R: I se-e. that's an interesting observation.

G: Yes, they used to laugh at them. Pidgin English self you no dey fit talk+ <R laughs> and there was a guy who came from Namibia he couldn't speak proper English and he-

R: I thought they speak pidginised-

G: They speak pidgin but not very well he kept constantly revising er er you see, you see, enh (sound as if clearing the throat in imitation of the Namibian speaker - laughter from the rest) so so grunts- he kept on grunting <U.S.>

R: Talking about that since you think that sometimes people <U.S.> communicate better in it would you go as //far as to recommend us to encourage it <U.S.>

G: Excuse me. ++ Excuse me//. I think it doesn't help us speak better, //it HELPS us-

R: NO, NO, NO//, not speak better communicate

G: Yes,

A: Yeah I mean you have a MEANING to put across
Sometimes

G: For those who have a deficiency, for those who have a deficiency in speaking standard English, not everybody.

- R: But I mean the idea that there is a er a school in whose standard English is rather low yet this doesn't, I mean he is not cognitively retarded in any sense-
- G: Autistic.
- R: Yeah ++ Could we possibly use pidgin English to reach him better? Do you not think?
- A: No.
- R: Why is that?
<Overlapping>
- A: I believe, I believe erm pidgin English is some sort of adulteration of real English +
- R: So be it. If it's an adulteration and yet the meaning gets across-
- A: So, so if you encourage it it means you are rather preventing the one from knowing what the real English language has to offer them.
- R: Yeah.
- A: You get me? Yeah, so if-
- R: And you think that real English must be known in Ghana?
- A: Yeah, yeah.
- R: Emelia, what did you want to say?
- A: At least for a student.
- R: For a student
- A: Yeah.
- G: Because er when you're studying a second language you have this method it's supposed to be the most what + most effective or at least it has an advantage over the (the rest) Okay so it's the same here. You should use the direct method to teach the students to speak proper English even when it's difficult + okay, you can ask him in his local language and you help <U.S.> but to ask him to speak to the rest of the class and to himself in er pidgin English will not be the best (...) because he will

- start thinking in it and he can't speak the proper English at all.
- R: (...)
- G: Of course. Of course (...) because we have + er + we have an aim --
- R: Yeah
- G: in learning proper English to be understood by the whole world that speaks English so if you don't speak pidgin + spend our time in learning in pidgin and then we go (...) we speak the pidgin no-one understands, then what is the use?
- R: No don't spend your time learning pidgin. Just speak pidgin and then learn some other (things)
- G: How much of it? Because even + er + what we learn is not enough for us-
- R: I MEAN imagine that I give a lecture in physics, God forbid, in pidgin English (All laugh)+ how would that erm go down?
- A: The thing is not every student is will understand pidgin English-
- G: and besides pidgin in Ghana is not standardised it looks like every group has its own term or dialect-
- R: But do you really think- there was somebody telling me the other day that erm + pidgin spoken in northern Ghana is not intelligible to speakers of pidgin in southern Ghana. Do you really-
- G: I think what he was trying to say is that we have two types of pidgin in Ghana, the secondary school type that is more of broken English and the pidgin itself which is spoken (to like) labourers and like those who haven't been to school + okay that must be acquired like + er proper English + okay it looks like it has its own grammar and everything.
- R: You don't think broken English has --
- G: No.
- S: first of all, let's try to get on. Emelia, lets try to get Emelia to say something about this. Do you really see a distinction between broken English and

pidgin English. (What's broken English as far as you are concerned?)

G: I would say so yes but with some reservation okay + pidgin and broken has this common feature that is + er okay + they have this common feature that is the breakdown of the grammatical rules we are used when we speak proper or + er + good English and that is the common ground but even then + okay + it looks like (broken) English has a grammar, okay not the correct grammar, // and pidgin English has a grammar.

R: What do you mean correct grammar//?

S: What is correct grammar?

G: Well, I mean grammar that we use when we are speaking English-

R: Textbook grammar.

G: Yes <hesitantly> English.

R: What is presented to us in the textbook.

G: Yes

A: Yeah

R: Let me move slightly away from this point. Erm I realise that erm + Agnes as well as Emelia, both of you mentioned that you speak and write British English er What does it mean British English+ what do you mean by British English?

A: Well, I believe there's some difference between American English and British English.

R: mm

A: American English is sort of + it- it doesn't sound correct.

R: What does it mean correct?

A: I don't know but I mean when you hear someone speaking American English and British English

R: Yeah

A: You could see some difference + say a Ghanaian --

- R: What are some of the + what are some of the differences that you perceive?
- A: E-rm Americans like to shorten their sentences +
- R: And that is a mistake?
- A: I don't really know. I don't know whether it's a mistake or not.
- R: Emelia, Emelia, what do you mean by you speak British English.
- E: Er in addition to that
- G: Instead of say anti they say antie-rabies, antie (...)
- A: And thousand five hundred they say + er + //fifteen hundred
- G: fifteen hundred//.
- R: The British are also beginning to say that.
- G: Yeah, maybe and (...) That is why we tend to say we speak British English. (...)
- R: But do you see the English you use as being the same or as being different from the English that the English man uses?
- A: You mean when do you mean when its written or spoken?
- R: Well, that is why I said use, so it could be both written and spoken + okay first of all let's talk about spoken. Do you speak differently? +++ I mean there is no correct answer but what do you think <overlapping talk>
- A: I feel I speak differently
- R: Okay what do you attribute the difference to?
- A: The + the + I believe there are + local languages do not permit us to pronounce and mention some words the English men pronounce theirs +
- G: Drinkin' instead of drinking.
- R: Yeah
- A: so I mean it's quite different.

R: Would you perhaps say that the English you speak then is British oriented but with Ghanaian flavour? Would you say that.

A: Yeah.

R: Would you agree?

A: Yeah.

R: Why were you objecting to the term+ Ghanaian variety of Standard English?

A: (...)

R: Oh I see.

G: She didn't even see it. (....) I think you + they should be able to tell the difference between standard and Ghanaian variety of English. No, she doesn't know <rising tune> how could she tell?

A: I don't understand the question. What is the question?

G: Do you think -

R: When- when you were faced with three options

A: Yeah.

R: American English, British English, Ghanaian variety of standard you opted for British English and you are explaining what that means.

A: The fact was I didn't know this thing was included.

R: Oh I see.

A: I didn't know.

R: Now you know would have chosen that?

A: +++ mm +

R: D'you + d'you- you consider your language to be standard

A: Yeah, yeah. Yeah

S: So how can you (distinguish) that <laughs> Ghanaian variety of standard English FROM British English?

- A: As I was saying the + because of our local languages + there is some difference between our English and that of the Englishman + yeah so I mean we get the difference.
- S: What are some of the differences?
- A: Let's say + Maybe in the pronunciation of + as I mentioned earlier (...) and I say 'kat' - 'kat' an Englishman will + okay the English man will say 'cut' but a FANTE for instance says 'ket' you see? There's some (difference) you know.
- R: But the Yorkshire man would say 'kot'.
- A: The what?
<all laugh>
(....) A: and the, the Ga man will say 'bos'.
- R: Okay let me ask you another question. Have you ever ever in the moment of er of er (reflection) thought that you speak better than the English man?
- A: Yeah + yeah, yeah.
- R: Have you ever?
- A: Yeah because it isn't all English men who go to school--
- R: Mmh
- A: and because it's their language okay they + they can speak it generally. Yeah. But because we have learnt it we know when we make a mistake and correct it so at least I know I can speak better English than SOME English men.
- G: I hate (...) that is when he comes to speak English it seems ours lacks most of the idiomatic expressions that enrich the the English man's expression.
- S: In our Ghanaian languages?
- G: No when he speaks English, the Ghanaian speaks English he's used to making direct statements okay + instead of using idiomatic form of expression he has certain <low voice- u.s.>.
- R: Well that may be true but erm + is that the only difference between the --

- G: Okay that makes the British man's + er sort of + fluid, it makes it seem very natural whilst we seem to talk like book + so you read + you read (flawless)
- R: What is a book like what does it mean we talk like a book?
- G: So high falutin
- A: Yeah
- R: High falutin
- G: Yeah. So high above you and fat words that will take years to check and sometimes you don't encounter them all and then turn of phrase instead of they went and having proceeded that kind of --
- R: (....) Well I think it does to some extent (...)
- G: And its quite predominant
- R: (...)
- G: especially when you talk to people of the older generation you can't do away with that.
- A: And I believe that also happens in writing
- G: Yeah.
- A: when we are writing, yeah.
(....)
- G: Has Eddie told you? He once asked his students What's a clause? c-l-a-u-s-e and then spread his <all laughing> ugly fingers.
- R: Alright I wanted to move away from this point and erm (...) First of all have you signed the forms?
- A: No.
- R: Why is that? Why don't you want to (A: chuckling) just tell us why you don't want to sign the forms
- E: (...)
- A: (...) So I mean + and + I don't know where to start + I found it difficult to get things across to them so it made me hate the teaching PROFESSION <(R: Yeah) that if I ever have to go and (to do it outright)

R: But erm ++ (...)

G: I think I should answer this question + it looks like er the application system here is not catching up with that outside + okay we learnt about all this situation I think from outside and they seem to be (really) listened to + let's take it + the example of D. who is so clever when went to teaching P there was a boy like he was so clever when you (asked) a question he wanted to take the class and teach the whole of the class + someone like this should be put in a special class and should be promoted to form two or put in advanced form one class so that he is not stifled he doesn't get bored + okay but they still force him to sit with the other dull boys + okay so that at the end of the day he is FOR-CED to conform to the standards somewhere (....) he doesn't strive so he get (addicted) to that and then someone who doesn't know anything because of the school from which he came or maybe from his home he doesn't speak English apart from in the classroom so such a person should be put in a lower English class so that the teacher (finds) e-extra time to teach him but it's not so here + everyone is put in the same class swim or sink (...) and you have to be promoted is something but there is not time he has to do other things apart from teaching he doesn't want teaching you English so it's just impossible there was a (gentleman) like that every day I had to go and ask him very intelligent boy Kuffour where is your ruler <mimicking the boy's small voice> by the time (...) the senior punished me where is your pen? no pen, no book + okay but every time he spoke his intelligence came out + okay + here is a person who is + okay when it is class work but he is not emotionally matured + okay + so he should be somewhere else but they don't make any allowances for such things.

R: Yeah, but George erm there have always been special cases <low voice>

G: NOT TRUE.// THE BR-

A: WHEN, WHEN I//

R: When we- LISTEN when we were in school there must have been some of us who were better than others-

G: There was something then if you were daft you were repeated that was what was happening so there you go to a class and you meet who (...) he will be there for about three years + okay and a time came when we

started wholesale promotion, good or bad let him go the boy takes (...) to the next class and from there there's no improvement he never catches up he takes the next class he will finish it and doesn't go to secondary school maybe when he gets to class six he feels he is too big + or he - he goes into the middle school and comes out he doesn't have his middle school certificate or he is taught to pass he is got his certificate he can't write a letter that is how --

R: However the question is are you seriously suggesting that because of that you don't want to teach?

A: Yeah, it ma- it makes teaching <overlapping talk>.

G: You should see some of the scripts I marked.

A: and you the teacher won't have the interest in the class.

G: Form one he doesn't know his tenses past, present and --

R: But people don't know their tenses in the university. <laughter from all>

G: Yeah but the condition they meet the conditional passes.

R: University students who can't tell the difference between the clause and a phrase I mean it's all over the place and imagine that we stop teaching you --

A: And the thing is it starts from the base

R: Yeah

A: you see and that - that

R: Is it not the reason why people who think like you ought to go there and encourage + help --

A: When, when <overlapping talk> I was <overlaps with talk by G> before coming to the university-

G: If I tell them to create a special 1D that is one special 1S + okay so that those who are not proficient in English stay there for about -- an extra six months or something before they graduate to the next class they tell me it's not fair it's a waste of funds + (....)

G: What do you mean by our future?

A: Where the future means?

R: Well, I mean where teaching translates into money for --

G: That's all.

<Talk about difference between lecturers and secondary school teachers>

R: Have you read the article written by that boy who says lecturers have bought new shirts.

G: Come on, come, on that was tongue in cheek he didn't mean it seriously and you people think --

R: What do you mean tongue in cheek?

G: He didn't mean to say it seriously he is only saying something to make people laugh.

R: Yeah?

G: Maybe, maybe it's due to er poor communicative competence that it comes out like something serious now you people were buying new shirts long before this.

R: No, no (...) we are always going in tarters <A laughs>

G: Like my jeans?

R: Yeah, like your jeans.

G: Let me say somethinG: me I don't mind teaching I don't mind the money so much because I'm sure I could find something else to supplement my income okay- (....)

<TEXT SIN 51>

The informants in this interview were the same as in Text SAD 55. There were three of them, one female (C) and two males. All of them were in the final year at the School of Agriculture, Cape Coast University. This interview in fact was recorded after that study group discussion and offers a good opportunity to compare the speech styles used in the two situations. In addition to the informants and the researcher (R), there was also one of the research assistants but his role was limited to that of a passive audience mostly.

The speech of the researcher was not analysed.

R: ... What do you think of the bond?

B: Mm + okay, I will say the bond is + er it has got a political connotation and here, I will say that it is an attempt by the government to retain as many graduates as possible er in the er in the teaching sector. Because of late there has been a brain drain somehow, the qualified teachers have been going out of the country and this <U.S.> So that is why this bond is being enforced.

A: I Also + consider that it is not necessary for the bond to be enforced because they should only improve the conditions in the classroom. If the conditions are okay, there will be a lot more of the teachers going there willingly without forcing them to sign bonds before they + go and teach. Because we all finish together and a colleague who may get employment somewhere will be better than you in the classroom. + There is a distinction there, so that is the problem now.

R: Are you telling me that it's cheating?

A: Of course.

R: On the part of the govt forcing you into classroom.

A: Yes, it is cheating. Because, er I have my main degree and I have a diploma, so I can choose to work er with any of the two, but in all, to serve the <nation>. but if I'm being forced to use the diploma and moreover, the conditions there are not good, then I think it is an attempt to --

B: But + you see, most of us are, not particularly against the bonding per se, but the mere fact that we are being restricted into the classroom is what upsets some of us, because when you come here, you are trained, maybe, to be competent in any of the sectors. That is, you can go to the ministry of agric, you can + work any where within the economy. If you are only restricted to the classroom where the conditions may not be lucrative as compared to other areas, then it is highly unfair. And that is why we are not particularly in favour with the bond issue.

R: So what do you intend to do about it?

C: Well + the forms are there; we haven't signed them, and so far as I haven't put pen on paper to do anything, I'm not bound in any way. And we are still fighting it out.

R: How are you fighting it out?

B: Okay a lot of proposals have been made: that one, maybe the government should try to maybe improve upon the conditions in the Ghana Education Service so as to attract most personnel there; and two, there shouldn't be, the government shouldn't restrict the students to the classroom per se. Okay, maybe the government may go ahead to bond students to serve the nation, but not to any particular sector. And so this (is) where + er we're trying to establish that actually we can't...

R: But don't you think that if the government allows you to go education is going to suffer?

C: Well, let me make a point here. It's going to suffer even more if we are forced into the classroom. because if I don't have that love for teaching, I'm just not going to teach. When I go and even the students don't understand something, I wouldn't + I

mean + I wouldn't be interested or I wouldn't even want to explain things to them. I'll just teach what + I mean + if I like, I won't come to the classroom. If I come, I will not teach. Well I can do anything until they just get fed up with me. You see, one of our mates attended a school and there was a service personnel there and you know, service, you have no say you're posted where the government wants you to go, and I think she was put in the teaching service which she didn't like. So any time she came to the class, she wouldn't teach the maths well. And when the students came together, they thought that the man needed money, so they contributed some amount of money and then asked him if he could take them for extra classes, so that they will pay. He told them point blank that it was against his policy to help students; one of his principles was not to help students. So who + who lost? The students lost <U.S.> In the long run your last position will be worse than your first.

A: I think there must be job satisfaction. If you are working and er you don't have interest in the work you surely won't put in your best. So if one is forced into an area (though we are all prepared to serve our nation) so if we are bonded for five years, no problem, but restricting us particularly to the classroom. Some of us are not naturally good at teaching.

R: But you've been trained as teachers. I mean would you say that therefore it has been a waste?

A: Okay I wouldn't say that it has been a waste. You see, if you go there and there is nothing to motivate you the conditions there are depressing...

R: So do you think that if more money was put into teaching you'll begin to develop love for it?

A/C: Sure

C: I mean why should you come to the university. It's because of money.

R: No no.

C: You'll want to work somewhere, where you'll be better paid than your colleagues who didn't get that much education. We're all interested in what we are going to eat I mean to eat well and drink well. At least, in this country, eating well and drinking well matters.

- R: but when you were coming into this university, didn't you know teachers didn't eat well and drink well?
- C: Well. When we were coming into this university, they didn't tell us we were going to be teachers. + We didn't sign + like when you are going to a training college + like the OLA training College, before your start, you sign a bond that you are going to teach for this number of years in Ghana. It was not so in our case, so we have a case against the government.
- R: So are you going to see your brothers and sisters without teachers?
- C: I think the teachers are even too many. Right now when you go out, you don't even get anywhere to teach. People have been posted to schools, yet when they get there they are told there is no vacancy.
- R: What do you say? Your brothers and sisters?
- A: Well + okay, in some way, some may suffer but not all of them. Because okay, with agric in particular, I don't think there's much problem. We have enough teachers.
- R: I see. So agric should be left out of the bond.
- A: I mean + we are + we are + the institution does not only consist of agric students. So I wouldn't say that agric should be left out because the other courses also matter.
- C: But one thing you should notice is that there are some people who genuinely have that love for teaching and wouldn't go anywhere even if there is no money in teaching. They are prepared to go there because they have that love for teaching. So I don't think that the government will be in need of teachers if some of us decide to opt out of the teaching service.
- R: But how many are these?
- C: You'll be surprised they are a lot.
- A: You see. There are others too from the <other> universities who love to teach.
- R: But they're not trained.

- A: But it doesn't matter, they can still have the PGCE. Even though we've been trained, we must be allowed to find our own levels within the country.
- R: Question about future plans
- A: Yeah I in particular, I'll like to be a farmer. You see, I'll like to go into practical agriculture rather than being in the classroom. So I would want to put what I've learned into practice. My interest lies more in the field than being in the classroom, you are surely going to limit my output.
- C: Alright, in education, we learn about human interaction, how to understand people, how to deal with human beings. And I don't think you can do this only in the classroom.
- R: But isn't the classroom your first commitment?
- C: No, it is not my first commitment. It is not supposed to be my first commitment.
- R: So what are you going to do in future? Tell us.
- C: I wouldn't want to be in the classroom unless God tells me I should be there. I would want to be anywhere not an office too, I don't want to be glued behind a desk and chair but I want to go the field, anywhere that I can move a lot, because I easily get bored.
- R: What are you contemplating doing in the future?
- B: Mm, okay, er I don't have any specific work in place but I am more interested in research work. And research can be either carried on in the school or in any of the research institutions. So depending on the conditions prevailing at any particular area, I may be forced to be in a research institution, or even force to become a lecturer and still carry out research work.
- R: So what advice do you have for those of us still teaching?
- A: I think like we said, anyone has his or her interest. So just as I may have interest in maybe working on the field, your interest is to teach and er more or less, teaching is an art, so you have qualities, but once you have been trained you <U.S.> perhaps you find that area more satisfying. That is, you may have job satisfaction.

- R: No, I don't have job satisfaction, so what do you say?
- C: Why are you teaching then? Why have you carried it up to the PHD level? Well, give me some advice.
- B: We are not actually discouraging people from teaching, but to...
- R: Encouraging them to put up with the poverty.
- B: We hope that the conditions there would improve.
- A: I also think that + okay, probably, in the third cycle institutions, the conditions there for the lecturers, I should say are probably better than those in the second cycle schools. So if one is able to climb such that he or such that he or she would find himself or herself in a third cycle institution, then probably he may enjoy as he should.
- R: Still insists on poverty in teaching.
- C: For instance, with our lecturers, sometimes, the government assigns some jobs for them or they do research work for some companies.
- R: So that teaching alone is not enough.
- A: No, no. I will say that you are more + you are just like your colleague who went into industry. But if you go down to the secondary school, that is where the problem is.
- R: Okay, let me ask something that is related to the bonding in very strange ways.... you are not allowed to be pregnant and things like that. Chochoe, how do you see this to be conflicting with your future plans?
- C: Well, let me speak for other people
- R: Not for yourself?
- C: I am not planning for a family. In general, you can't tell somebody the time he or she should get married, so I don't think that part is very useful
- R: So what are you going to do? To get pregnant when you choose?

- C: Myself?
- R: Yes
- C: I don't know.
- R: What about yourself?
- A: Well, I have actually + I have set a time for myself and er when --
- R: Within 5 years? (O.S.)
- A: Less than anyway. So if the time comes, I wouldn't care about the bond. They can't restrict me on that level.
- B: Er you know, <U.S.> To actually make sure that those investments actually yield good results. So it's some sort of caution, to avoid waste of funds, especially in the case of women. Because, even at the secondary school level, you see most of the girls getting pregnant.
- R: Who make them pregnant?
- A: But to restrict somebody who has finished university from marrying, I don't see any sense in that. Because at that stage, the person is of a mature age to marry so if...
- R: Is it possible for you to see a positive side in restraining you from marrying?
- A: Okay, maybe the economic aspect, yes. How about if the one feels that he or she is okay. Because, after going through university, it is supposed that one should be able to manage himself or herself. So if you know that maybe if you go into marriage now, it's going to affect you adversely, then you should be able to make plans. And people can even marry without, they may adopt family planning, so that they may be able to put one or two things right before they have children.
- R: Okay, thank you very much, gentlemen and lady.

<TEXT STD 52>

This is a transcript of a religious studies tutorial seminar which took place at the Univesity Chapel. There were about twenty students of different backgrounds and ages present in this tutorial. One of them (A) read a paper on a topic given to the class earlier during the term . The paper forms part of the assessment for the final year, so it was taken seriously. The actual reading of the paper was preceded by a row call and other formalities during which the lecturer (L) expalins to the group the requirements of the tutorial delivery. His speech was not analysed.

The line breaks in the delivery correspond to major pauses, which usually preceded a shift in topic.

L: Er, Reverend!

Rev (One of the students who is a minister):> Sir.

L: Would you kindly look up there if some of them are waiting there in the the other place, please? Sorry for (u.s)++ Right! I think we will go on. We don't have much time to waste. Erm this is the first + of the tutorial series + and we have er Group 1 presenting the tutorial er essay entitled "Issues of Methodology in+ Church History" and the exact topic is Issues of Methodology rather than content should be the emphasis of any academic pursuit if it will be honest, relevant and therefore well [well-founded Discuss with reference to the history of Christianity in West Africa. Now those of you in Group 1 who are here, six of you- how many people are ready with their scripts? If you are ready with your script let me see your hand. [A few raise up their hands] If you are ready with your scripts let me see your hands.

If you are ready with your scripts let me see your hands.
[Each repetition is louder than the last] Show by hand.
The six of you those who are ready [X counts the raised hands] just show your hand if you are ready. Rita,
Cynthia + erm ++ A. is ready. (A.) you are all ready?

A: Yes, sir.

L: Alright+ V. A., shall we hear you?

<A. reads a prepared paper, hauntingly in the initial stages

but becomes more fluent as he progresses. No interruption except once at the beginning when L explains a point about procedure>

L: I think we can start.

A: The question is, as you heard, "Issues of methodology erm content should be the emphasis <U.S.> As you heard the question is Issues of methodology rather than content should be the major emphasis of (academic pursuit) it should be honest relevant and therefore worthwhile. Discuss with reference to the history of Christianity in West Africa. History of Christianity in West of Africa is basically an academic discipline and concerns itself essentially with religion in the south region.

L: Erm just a minute. Well, this is something I think I've reminded you about earlier I don't know whether you have done that but whenever you write a tutorial essay er try to write an an outline, okay? A kind of an outline so that you can reproduce that on the board before you start so we follow your + we know the trend of development. Do you have anything like that, or can you reproduce that on the board? an outline on the board on the board? Can you do that right now.

<A is unable to produce an outline>

L: Okay, then go ahead. So please from next tutorial make sure you have an outline er so that we can follow as we go along we know what you're going next.

A: Okay <low tone to L>. Hence it is precisely because the facts of the past do not make history but that it takes the historian's art to reconstruct the past to get history that the issue of methodology becomes crucial in the study of the history of Christianity in West Africa. + Our study will be confined with two main themes, namely historical research and

writing history. In this exercise we shall be guided by <U.S.> of writing unbiased stories about missionary activities in the south region in such a way that we would (be) fair both to the missionaries and the host recipient communities of West Africa. To this therefore + we would apply the critical historical method in our study not to forget maintaining a stand of empathic neutrality which is a distinguished feature of scholars educated in religious methodology. +++

We should turn our attention first to the study of the secondary sources available to us as regards historical research + as proposed by E.E. in his book entitled <The Practice of History>. We have to draw up a bibliography of all writers on West African Church History. In this regard he exercises the + we bring to bear on the study an intellect shapen- sharpened and refined by training and education in historical research. As it were, we should engage in an impartial examination of these written sources to determine their honesty and possibly to correct the distortions that they contain about their responses and reactions about West Africans as participants in the process of the + implantation of Christianity in our region. Again some of these sources will have to be reevaluated to do justice to the (honest contribution) of the white missionaries with a view to avoiding their outright condemnation as mere exploiters of our material resources. We should enter imaginatively into the parts of the actors in this drama Christianisation, education, and civilisation of Africans by West- Western Europeans between the sixteenth and nineteenth centuries. +++

All along we must keep a keen eye on the possible causes and consequences of events to arrive at that significance. This will in turn assist our understanding of current issues between the Church and the state in the sub-region, for instance the question can be put "Has the registration of churches any connection with the autonomy conferred on the churches when the missionar + missionaries left this country after her independence? +++

On the other hand, a greater volume of work awaits us in carrying out archival research. In his book <"The Passage of History"> J. T. suggests two approaches. First, a source approach and second a problem oriented + orientated approach. In the first + in the first appoa- + approach one source or group of sources which fall within the historian's

area of interest, for instance the records of the colonial office in Ghana as studied by the historian extracts what is of value allowing the content or the source to determine the nature of the enquiry.++ Using pro- problem orientated a sti- a specific historical question is formulated usually prompted by the reading of the secondary authorities and their relevant primary sources are then studied.++ The value which these may have on other issues is ignored, the researcher proceeding as directly as possible to the point where he or she can present some conclusions. +++

Archival research therefore requires the study of primary sources E. is credited with the origination of the critical evaluation + evaluation of primary sources. The first step in the evaluation of a document is (its) authenticity, sometimes known as external criticism. Some of the questions raised include the following: Are the author be placed and date of correcting what they purport to be <u.s> This is especially relevant in the case of legal documents like charters, <U.S.> and contracts on which a great deal will depend in terms of worth, status and privilege. +++

The second and more demanding stage (is entire) criticism that is the interpretation of the document's content. The question arises granted that author date and place are as they seem what do we make of the words in front of us? +++

However the content of a document prompts a further much more existent question. Is it reliable? Where a document takes the form of a report of what has been seen, heard or said we need to ask whether the writer was in the position to give a faithful account. Was he or she actually present and in a tranquil and attentive frame of mind? Also J. T. requires of us to learn to go beyond the immediate concerns of those who create our systems since people unconsciously convey on paper clues about their attitudes, assumptions and manner of life which may be useful in <U.S.> +++ Second approach known as the regressive method is much used in Africa but the documentary sources in pre-colonial society are of poor quality. In saying that the historian should carefully work back by stages from what is known in order to make sense of the fragmentary and incoherent evidence from earlier periods. +++

Above all, our attitude of mind in examining the sources available to us counts + and overzealous emotional attitude is almost as bad as overcritical ++ one ++ in the process to create a balanced view + to + to promote balance if our study is to be worthwhile. We now turn to writing history. According to J.T. historical writing is characterised by a wide range of (literary) thoughts + the three basic ones being description, narrative and analysis. The historian must have a good training in all three techniques to be able to present a clear, coherent and up-to-date account of events he is reconstructing. However, the re-recreation of the past requires + <U.S.> that is we should be able to enter the minds of the historical actors to see <U.S.> of insight, as it were. (As an) attempt at historical explanation however we have a cross analysis + analysis. In historical analysis the main outline of events tends to be taken for granted + for granted whilst at stake is just significance and relationship with each other. ++

The second and more challenging type of analysis is the supermatic analysis of causes. The multiple nature of + causation in history demands that the narrative be suspended and that each of the relevant factors be assessed in turn without looking + without losing sight of their connectedness and the likelihood that the outline of each chapter + factor sh-shifted over time. Of equal and perhaps more importance are consequences + On historian B.K. argues that from the perspective of posterity they are more important causes if you ask what the meaning of an event was we are primarily concerned with its result in the context of the broader causes of history. + Problems of presentation are usually confronted for the first time by the practising historian in the writing up of a piece of original research viz a monograph or a manuscript + manuscript (is) essentially as a thesis for a higher degree and then as a book or an article in one of the learned journals. Here it must be remembered that any attempt to reconstruct the past requires an exercise of the imagination. The ability to empathise with people in the past presupposes a certain sense of awareness, and breadth of experience means having a working knowledge about different countries and classes and temperament. The question is faced with a virtually limitless content (which) could embrace do we as historians have to put down all the facts of the past? J.T. points out (correctly) that the facts are subjected

to severe scrutiny and are selected + Next we ask: If historical facts are to be selected what are the criteria for selecting them? J.T. informs us that at the beginning of our research we need to put down clearly formulated hypotheses to guide our work. We must know the direction in which we are proceeding by raising the relevant questions. ++ relevance is an abstract theory to + of selection and this is satisfied by historical interpretation. We are required to see historical interpretation as no more than social rather than individual experience. It is to be borne in mind that since social values change historical interpretation is subject to constant revision and also historical interpretation is a matter of value judgement moulded to a lesser or higher degree by moral and political attitudes. Therefore an element + of present-mindedness enters all historical enquiry. In itself this is positive response to the place of social relevance and have merit of providing a clear principle of selection leading to an intelligent + erm evaluation of the past within a historical conte + context. Allied with this present- mindedness is a projection of historical trends into the future. It is an attempt to predict the conditions of the future from (our analysis) from the (...) of history. Selection then raising + raises problems of subjectivity in history. How + how equipped in the tools of (...) intellectual honesty. History can be kept as objective as possible within reasonable limits. +++

The religious element in the study of history of Christianity in West Africa cannot overlook the hand + the hand of God in the activities of men and events. Here caution + caution demands that as in the study of (oral + oral) we equip ourselves with the ability to remain empathically neutral to enable us see (from) both sides otherwise an element of bias may cloud our judgement. +++

An important area of historical enquiry involves oral traditions. J.T. proposes this area as an invaluable source for unfolding not only the + the history of pre-colonial times but also of our first contacts with Western Europeans in trade and commerce. ++

History has some connections with social science since its primary concern is social relevance. Therefore our approach must also be multi-dimensional. Questions regarding economic, social and political as well as religious issues in the study of west African Church must therefore be

allied with related (...) like sociology, anthropology, economics, ethnography and so on. It should not be overlooked that research requiring er source materials has its peculiar problems. We ought therefore to be alerted to of the (distortions ... and over-simplification) when dealing with oral material. Limitations of historical objects such as (...) must be guided against. All in all every document that comes to hand must be meticulously studied if we are not to be misled by mis-information.

++ I'm done. <Applause>

<TEXT STD 53>

The situation represented in this transcript is similar to the one in Text STD 52. One member (S) of the tutorial group of final year history students reads a prepared paper which is to be formally assessed as part of her work for the degree of BA. Altogether there are about fifteen students, a smaller number than in the previous group, and one lecturer who is conducting the tutorial, but apart from S the other students act as passive audience during the reading, only contributing to the discussion based on the paper at the end of it.

S: Assess the contribution of D. Rosats to the Political and economic development of Argentina. The 1825 onwards marked the commencement of materialism, the new spirit of revival all over Latin America, revolutions sprang up. The purpose and intents of these revolutions was to give a new direction to the social, political and economic development of Latin America, a development that was supposed to be different from the anti-colonial era. One M.D. Rosats of Argentina played an important role in the total attempt at the political and economic development of Latin America. For one to be able to make a good and fair assessment of M.D. Rosats it is important for one to analyse the following situation before his time especially in his own territory and within the whole of Latin America. Secondly the situation within his own time and as compared to other similar ones in Latin America that is contemporary period and finally whether the economic and political policies of Rosats undertook were bound to be ephemeral or enduring ++

Political situation in Argentina before Rosats was not bright. After independence in 1816 it had six years to crystallize. There were various groups with

various views on what type of government was good for Argentina. Consequently there were (...) One feels in such a situation + that liberalism would not be favourable, yet that was the policy taken by the predecessor of Rosats, B.A.R.D. B.A.R.D.'s new constitution was opposed thus it was no strange thing that his successor Rosats. emerged as a dictator. In a nation like Argentina in her young stage of independence, dictatorship suited her better. Majority of Latin America who fell under monarchical rules in late 1825 and early 23 suffered loss. (Interbine's) reign in Mexico was not a happy one, One may argue that Brazil under monarchical rule after independence was successful and this lasted for sixty-five years. One could not overrule the fact that though monarchical rule was favourable to a very great extent in Brazil conditions at home in Argentina were different from that of Brazil. And this was not easy for Argentina. This is because there were various divisions such as the various Federalist parties to challenge Rosats and infinitely oust him as had been done to his predecessors. Federalisms at best were unsuccessful in Latin America as a whole. They were disaster led to passion or total dismemberment of nations. Examples are Mexico and the United Provinces of Central America. People such as Memento have described Rosats as crude and wicked. An American resident in Buenos Aieris also repeated on this terror + that eh it was in the market place that Rosats hanged the bodies of his many victims. Judging from our modern times one may conclude that Rosats was very wicked but taking cognisance of conditions prevailing in Argentina at the time one would be in a better position to say that he did very well for Argentina. He decided to live up to the political situation to bring it back to life since the old political administration had fallen apart. In his return to office in 1855 Rosats really butchered human beings. In his own speech he said quote We'll hang to death the infidel, the blasphemer, the thief and all who dare scoff at our holy fame until not one such monstrous person survives amongst us Unquote. Rosats. really lived up to this, for at the slightest report of disloyalty he killed without any trials. This shows clearly his strengths and weaknesses. This is because just like many leaders in Latin America a feeling of insecurity complicated + his search for political prominence. This made him kill at random and for that matter innocent lives were taken and people could not freely contribute to political ideas of Latin America and this stifled his political

development. Again because of eh again fear took the greater part of people's life. They had no freedom to express their feelings and could not add their voices to the rule of Argentina. Yet as William H. said 'Yet gentleman Rosats is the only man who keep them together for twenty- four hours. Rosats did this in order to realise the ultimate of development of Argentina. With this harsh rule which was common and even worse in most countries in Latin America, Rosats was able to maintain peace and order and political stability in Argentina for over twenty years. Certainly therefore some brief can be held for Rosats. This is because these atrocities were necessary evils to correct evils that could not have been corrected in another way. Rosats succeeded in driving away the French from defeating Argentina in 1840. In 1845 he was able to resist Anglo-French attack, The British thus withdrew in 1947 and French in 1850. Rosats was hailed by his partisans as the defender of Argentina. He was considered by some as sustaining the republic's honour with firmness. Yet some have condemned Rosats' action as unwise. To them a promising trade could have started which could have brought money to Argentina. Such a view cannot easily be accepted. This is because there had been challenges and aggressions and a possible European conquest. For instance the holy alliance tried to help Spain to re-assert her authority over her former American colonies. Again Spain made feeble attempts to invade Mexico and usurp Central America in 1829 and 1932. French also occupied Veracus and Mexico in 1838 and 1840. +

Credit must be given Rosats for being able to check Uruguay's activities in Bacrus End, a thing which his predecessors had failed to achieve. One would agree with Hubert H. in his book Latin America from the Beginning to the Present that the informal economic measures of Rosats was capricious. This is because Rosats failed to reckon with the fact that the highly populated Argentina country-side needed farmers with knowledge of the soil, seeds and fertilizers, artisans and industrial workers with modern skill. +

A few outsiders entered Argentina before 1852. Logically this will retard Argentina's economic progress in this area for there were no local modern skills or artisans to do the work. Also Argentina's population did not increase to more than two hundred thousand in twenty years ++

The continuation of Rivederva's reforms was incorrect since he himself had witnessed that no matter excellent Revudervra's intentions these reforms were directly responsible for the fixing up in Argentina the pattern of Latifunda which had a long crippled stay. The monies paid to the public treasury were negligible. When Rosats finally changed this reform he initiated a programme to distribute land to soldiers. Here we see Roasters intention to win the support of the soldiers who did, whom he did really win. These lands should have been given to farmers for they needed it and could have made a greater deal of profit for public funds through farming. His pursuance of the federalist ides of pastoral economy based on the promise that whatever cattle herding benefited society. This was a very good one. Argentina was one of the greatest exports + exporters of wool and meat. With this economic policy the herds and meat producers were able to produce more and export more. This automatically brought in funds. This also helped Rosats to + gain the support of breeders. +

Rosats' abolition of (...) was not the best thing to do. This abolition resumed the reckless borrowing and excessive issuance of paper money thus encouraging inflation. For though this favoured the extantiavos to have cheap money to pay the labourers it was giving + going to affect the future financial position of Argentina. The temporal benefit of this inflation which relieved Rosats of financial pressure was ephemeral. Though he gained the support of the extantiavos, this affected Argentina in the long run. He could have continued with Vanco natural of Riverdera which was far better. +

Credit must be given Rosats for the introduction of (...) an (English manner of wire fencing) in 1844. This kept the cattle and horses at one place and helped in high breeding and also good quality sheep and wool. This was a great boon to agricultural economy.

<The recording ends abruptly because of power failure>.

<TEXT SAD 54>

The following discussion based on the history text (STD 53) took place immediately after the latter and thus provides the opportunity to compare different speech styles. The other students, both male and female from different linguistic and social backgrounds, as well as the lecturer (L) comment on the paper, while the student who read the paper remains silent.

Only the speech of the student contributors (S1, S2, S3, etc.) was analysed.

S1: Yes I think the lady has given us a lot of information on the political and economic activities of Rosats but what I don't agree with here is this comparison with + comparing the situation in Argentina before the time of Rosats to the of Brazil + because Brazil had a stable + Brazil had a stable government because--

L: No let's start from where I started that does the essay answer the question, does it adequately deal with the question before we can come to the details.

S2: I agree with (you) + the presenter because she made a very good assessment of Rosats.

L: On what do you agree with her. The question is did she answer the question?

S2: Yes

L: Mary, why do you say so?

S2: This is because the question is all about assessment and the reader succeeded in taking a look at the good and the bad sides of his rule the kind of

political situation + that he met and the way he tackled them <270-8 - unintelligible>

L: Hold on, lets hear others.

S3: (...) I also think that she answered the question because in assessing any thing or the achievements of somebody comparison has to relate to something else she compared the situation before Rosats' tenure of office or she talked about that before she came to his achievements.

L: Mm ++ Yes so that everybody agrees that she's answered the question Any other thing any questions or disagreements?

S4: I am worried about the political assessment of Rosats (...) she gave credit to Rosats for his political achievements but we realise that after he had left the scene there continued a civil war. It was later that Buenos Aires was incorporated into Argentina so I don't think that credit must be given Rosats.

L: Finished

S4: Yes

S5: The point with erm the credit that erm the reader gave Rosats in terms of political stability is justified. For about twenty five years Rosats was able to hold erm Argentina together er by er harsh rule, harsh measures that he perpetrated. But after + after he has left the scene + whoever came in did not so the same policy as a dictator but rather taken to er liberalism or any other thing and made the situation what it was before Rosats came ++

S6: If there was + let's say some political turmoil then someone came okay kept things under control for sometime and then later on he left the scene and they killed him now I don't know er in what way se can talk of it as a political development + because if we talk of a political development then it moves from something of a lower class to a higher class. Here is a case there was a political turmoil he came on and extinguished it for sometime and left the scene and the same situation came back so I don't think if that is what they did then there was a political development.

S7: Well I think that the period should also be taken into consideration perhaps she was examining the

period that this man assumed office you see so she was er doing what examining a particular period but not the whole period of Argentina.

S6: Yes I agree with you but that the problem is on political and economic development so if you came and there was an economic development or a political development it means something now which is superior that what actually happened earlier.

L: well development can be used in a general--

S8: He is saying that development does not mean something like stability development can be negative or positive you can develop something and yet you'll have a negative effect.

S6: All I know is that development whether negative or positive means progression but what happened with Rosats is that when he came the thing was negative--

L: The point he wants to make is that he doesn't see development because erm +

S6: instability

L: I am saying that when (...) we are not seeing development in the sense of progress in the sense of movement upwards.

S9: I also have the same thing to say okay when we talk of assessment <sic> that is something that is done by a ruler to improve the community or the society in which he was before he left the scene.

S7: Assessment?

S9: Yes? <all laugh> excuse me we talk of that and comparing and contrasting what happened before he came to power and after he has left power then you are assessing the person.

S7: No.

S9: Okay let me finish with that here when Rosats came to the throne there was instability and he was able to maintain peace for sometime when he left there was instability again it means he has not been able to find lasting solutions to the existing problems so here we cannot give credit to him that in that aspect this what I'm trying to say ++

S10: On the question of political stability as to whether Rosats was able to maintain peace or not we realise that the period after his rule ah witnessed this kind of instability again but I--

L: Maybe, maybe we should clarify the fact that ... before he came there was general disorder particularly the invasion of the country this where Rosats made a contribution in his leadership and was able to maintain his country's name ... so at the time he left office Argentina was accepted as Argentina by everybody.

<The discussion ends abruptly because of power failure>.

<TEXT SAD 55>

STUDY GROUP DISCUSSION
FINAL YEAR AGRIC STUDENTS

This session was recorded before the interview with the final year Agriculture students. The same participants in that interview also take part in this discussion. A is the leader of the discussion. He is older than the others by about five years and he is clearly shown deference by them. B and C, who is the only woman, are about the same age: 26. All of them speak Akan as their L1.

- A: Okay + erm, let's consider soil as a natural body, then we'll see what erm + to the farmer soil is, to the engineer, to the geologist as well as to the hydrologist. So + to the farmer, what is soil?
- B: Okay, when, when we say, when we say soil, as farmer as the farmer is concerned, okay + he's only interested in that, in that portion of the land, the surface of the land that er he can grow his crops.
- A: Okay erm + do you have something for us?
- C: No, I mean not necessarily, maybe be something to add to what he's already said?
- A: Yeah
- C: To the farmer, the soil is that part of the + the surface of the earth where the roots of the plant terminate.
- A: So how about the engineer?
- B: Okay, you see, normally + engineers + as far as construction is concerned the soil is that portion that can be easily removed from the earth surface.
- A: So + he will only be concerned with that part which could be dug out. ++ Well, so if it cannot be dug

out, to him, it is not soil. Now, to the hydrologist, + what is soil?

C: The hydrologist is more interested in the water, the water content in the earth, so to him, the soil is that part of the earth that can store water.

A: So + maybe erm a certain of the earth maybe <a cough> suit the farmer eh as well as the engineer, but to the hydrologist, since he cannot support + or + since it cannot store water, it is not soil. How about the geologist too?

B: Okay, the geologist is much concerned with the depth, the depth of the soil, so to him, it is maybe er how deep one can go far into the + earth. In other words, maybe the soil is + is that huge centimetre, that portion on the surface.

A: Yeah, you are right. So he is only interested in just the few millimetres of the surface layer of the earth. So we see that to each of these different people, soil means different things to them. Now if you consider the soil profile + we learn that okay, the very top er for a forest soil, the very top part is composed of what?

B: Question

A: Yeah

C: What do we mean by soil profile? Okay + first of all, what do you mean by profile and then what's the definition for soil profile?

A: Do you have any idea about that?

C: No, if somebody can help.

B: Okay, when we say soil profile, then --

C: You can explain it, I don't really mean the definition but you can explain what you think soil profile is.

A: Yeah.

B: you see, and you view it, maybe, vertically, you see + you'll see different layers which are distinct and this is what, these different layers is what is described as the profile of the soil.

- A: So aa, when you have a two dimensional cut, the different layers which are normally distinguished by the colour, the physical properties + as well as the chemical properties, these make up the soil profile. So let's then continue. So have this part as what? <pointing to the portion of a diagram on the board> "F" which is the feebric, sorry the feebric layer, + which is erm the partly decomposed layer. How about the next layer?
- B: Then maybe, that will be a fully decomposed.
- A: Okay, so + here is, the top or the very surface of the soil, okay we have the undecomposed layer and as you go down a few millimetres, we have the feebric layer, which is partly decomposed, then we come to the layer which is actually decomposed and consists of the humus.
- C: Question.
- A: Yeah
- C: How come that the top, we have undecomposed layer then getting down, we have partly decomposed. Are they different organisms? The + do you mean to tell me that there are no organisms in the second and third layers?
- A: Not necessarily so, but you see as the leaves fall, okay, the micro-organisms begin to work on the litter, which has already fallen. So as they work on new leaves also fall again on top of the already fallen ones so they may be decomposed later on. So, with time, it tends to pile up and that brings about the differences.
- C (Raises arm to call attention).
- A: Yeah?
- C: is all right, I understand it now.
- A: Okay, we also learn that erm we have the A horizon, the B horizon and the C horizon. What is the name given to the A and B horizon?
- B: Is it <U.S.>
- C: A horizon is called <U.S.>
- B: No excuse me, what was the question?

- A: Okay, I said that on the following soil we have a name given to the A and B horizon and that the question is what is the name given to the A and B horizon?
- B: Is it individually, or <U.S.>
- A: Okay, let me come in. It is the solum
- C: The?
- A: The solum. Now, the + if we consider the unconsolidated material on the earth surface, then that will be <U.S.> So C will be what?
- B <U.S.>
- C: But A and B also have other names. The + A horizon is supposed to be the alluvial horizon and the B is supposed to be the region where materials are accumulated. Yes C horizon is supposed to the <U.S.> . That is the region where... <U.S.>
- A: Now let's consider soil profile description. Okay, we have a regular ++ profile. What is that? When we say the soil profile is regular.
- C: Can I try?
- A: yes, you can.
- C: Well, when the soil profile is regular, it means that various horizons are level and they are distinct but you can see what er er horizon A is different from B, That is, they don't ran into each other, they are distinct. In this case the profile becomes a regular profile.
- A: Yes, so we have a clear distinction of the various horizons. How about irregular profiles?
- B: So here, in this case, the profile is not distinct. That is, the various demarcations, you can't actually distinguish one from each other.
- A: So + under such circumstances, what will you do to identify the various aspects or the horizons?
- B: One, maybe we can use the colour.
- A: Okay, first of all, you have to, instead of just using the two-dimensional cut, it means in this case you have to use a three-dimensional + cut + of the

soil, so that you'll be able to see the irregularity of the various horizons properly + because one point may go into another layer, so with the three-dimensional cut, you will be able to see clearly the various horizons. What is the unit of classification for soil profile?

C: The peddle.

A: Could you define it?

C: The peddle is the three-dimensional unit considered as soil. It involves an area of between one and ten (depth) squared and it should be at least meter deep, so that is that right?

A: Okay, yeah, correct, that's very good.

B: Okay, so what does it mean? Does it mean that you consider an area of, maybe, one meter squared, or to the depth of one meter or

A: Okay (O.S.) If you want to take soil profile, maybe, consider a portion of the soil as a unit you have taken, as your profile, you may either cut an area of one to ten meter squared, and cut to a depth of about one meter so you can have an area of one meter squared with a depth of one meter, and then use that as your soil profile to distinguish the various horizons. Okay? So what then is a <U.S.>?

B: As the name implies, it means one with two peddles.

A: You are right. Or if we have

C: Many <O.S.> peddles

A: Yea.

C: Together, they become polypeddle.

A: How about <U.S.>?

C: When we talk about peddle, we are now talking about the surface horizon that has been darkened by the breakdown of organic matter.

A: That is the alluvial horizon. So because of the decomposed organic matter, <U.S.> now let's consider horizon boundaries. Okay, the boundaries vary. Okay, what are the various variations that we have?

- C: The question again.
- A: The horizon boundaries vary. What are the various variations that we can have?
- B: okay, maybe how distinct we can distinguish one layer from another. So, it may vary on distinctness.
- A: And what else?
- C: Outline.
- A: Good Okay, what are the different classes of the distinctions.
- B: Okay, here we have either a clear or maybe a sharp layer.
- A: Yeah, you are right. So it may er first of all, when is + is abrupt, we + say that it changes within two centimetres, so that within every two centimetres, we have the horizon boundary changing.
- C: you mean after every two centimetres we encounter a different horizon?
- A: Yes <O.S.> So within, yes. Then when, er we have er when it is sharp, we have it changing within two to five centimetres.
- C: So, the person trying to classify the distinctions of the boundary, will be need to use a ruler or something to measure to know that it changes within two cm, or how will he know that it changes within two cm?
- A: Okay, I think after you have cut or made your soil profile, okay, we said that the soil profile, the horizons may be distinguished by the colours, or the physical or chemical properties. So with these three aspects we've learnt about the different variations, we'll be able to see if the colour is changing every two cm, then we know that the distinction is abrupt. If it is between two to five cm, then it is sharp, but if it is between five to ten, then it is clear. So we have it being gradual when it is between ten to twenty. So above twenty cm, we sat that it is also profuse.
- C: So generally, we have five classes of (distinctness), that is abrupt, sharp, gradual, diffused, and clear.

- A: Yea. Okay, how about the + outline. What are the various classes of the outline?
- B: Okay, here what comes to mind is maybe + the straightness of that layer: whether that layer is either straight or maybe waivy or what ever.
- A: So if the outline is straight, what is the name or the term we give to it?
- C: We say that it is movy.
- A: Yes, correct so. How about if it is waivy? Sorry, if it is gently undulating, then we say that it is waivy. What other aspect do we have?
- C: The lobe-bit. That means that we encounter regular lobes as we go down.
- A: Can you describe it?
- C: Unless I draw it, I don't think I can. It forms regular lobes. It goes up comes down and
- A: Like <O.S.> a zigzag somehow. Okay what is the fourth one?
- B: if it is strongly undulating. That is the zigzag is very
- A: We <O.S.> call that irregular
- C: The first zigzag is not pronounced
- A: Yeah you see, if it is irregular, you will have it, very strongly <U.S.> Something like this, you see, very rough outline. Then we have the 5th one. How do you call it?
- C: Tongues.
- A: Tongues. Can you describe that also?
- C : It looks like the tongue or the tongue.
- A: So one end goes into another horizon. So this time, there are five classes of outline we have <U.S.> Okay, we now come to arbitrary classification of coarse fragments. What are the different coarse fragments that we have.
- B: Okay, normally, the cause fragments, they are the particles that have diameter more than two mm. and depending on the diameter of any particle + we can

have either boulders in which case the diameter is + maybe light or may be more than 10 cm.

A: You are right What else?

C: We have large stones, large stones.

A: And what are the + what is the diameter?

C: It should be between five to ten cm.

A: Is that all?

C: No, small stones, + the diameter is between 1 and 5 cm.

A: How about if you get below that?

B: Between 2 mm and 1 cm, we have the gravels.

A: So those are the four coarse fragments that we have + Do we consider soil colour now?

C: So erm what is the relevance of what we are doing to the soil scientist or what is the importance of what we are doing now?

A: Who can answer it?

C: Aikins, can you help me?

B: The relevance of ?

C: The relevance of learning about the peddle etc, the soil fragments, what's their use to the soil scientist and also the agriculturalist?

B: Okay, er normally, authorities er consider the soil as a natural body that supports plant growth and er he has to know maybe the various characteristics of that soil; the mineral composition, etc., in relation to the plant growth. And so, maybe he has to consider the depth which any plant, okay, the roots of any plant can er go. So all these things will help him to maybe classify the soil and his classification will help him to + maybe grow the type of crop which will be suitable to any particular area.

A: Yes are you okay?

C: Y-e-s

- A: So since you are and agriculturalist, and plants grow in the soil , you have to know the various types of soil that can support various crops that we have. Okay and, like he said, different plants have different roots, and where they absorb their nutrients. So if you know that, okay this soil in particular maybe, is quite deep and can support a plant with a very deep root system, then, okay, if the nutrient status is also okay, then you can recommend such a plant to such and such a soil. If it is a rocky area, then you know that definitely you can't grow a crop there. So I hope you understand.
- A: So, soil colour ++ how would you describe soil colour?
- B: okay, maybe, if you have er a uniform pattern of any of the particular layer, then you can assign + a colour.
- A: So er the colour maybe described in terms of the pattern. What else?
- C: Then, we can describe in terms of contrast. Whether it is faint, that particular colour is faint, whether it is clear.
- A: Okay, what else?
- B: Okay, then the sharpness of any boundary can also help us.
- A: Now, + let's take each of these and consider it in detail. +++ So for the pattern, er we may have it + spotted. And what do we mean when we say that the colour pattern is spotted?
- B: Okay, it means within the same er matrix, there are uniform spots on that layer.
- C: What do you mean?
- B: Okay, like if we take er the spectrum of one of a layer, and if the various spots seen are uniform.
- C: Of uniform colour or what?
- B: Yes then we can say it is spotted
- A: So when we take the matrix, then we see the er
- C: spots <(OS)

- A: Yes the spots and we see if they are of the same + the individual spots have one colour, then we say that it is spotted.
- C: Alright, so that we can have a rock that is, the basic colour is white but we have spots or dots of brown on it, so you term that one spotted.
- A : Alright. How about <U.S.>
- C: That one too, the basic colour will be there and we can have er elongated lines of one particular colour running through.
- A: Is it from one end?
- C: Yes something like that. From one end, we have one colour running through to the other end, then another colour...
- A: Do you agree? <O.S.>
- B: Somehow. Okay, if it is true, then maybe we have something like lines of the same colour running through.
- A: Yes, moreover, they may run in any direction.
- C: Oh
- A: Not necessarily in one direction +++ What colour pattern is this?
- B: If the colour is circle, here we may have, maybe , either organic matter or a mineral, a particular mineral dominating that area and that will reflect on its colour. So here if that place is being dominated by organic matter, (you know normally the organic matter colour is dark) and if it is any particular mineral, iron or maybe aluminium, then it is either reddish, or maybe reddish brown.
- A: So we may say in the end that small particles of organic or mineral material fairly uniformly distributed may <self> colour matrix. How about marble?
- C: In this case we'll have distinct colours, very distinct colours, but they run into each other, in irregular fashion.
- A: How about the fifth one? They are irregular patterns of two or more colours, with sharp <U.S.>

- C: Can you please explain that further?
- A: Irregular patterns of twelve or more colours with sharp boundaries between the different areas.
- C: And how will you explain that?
- A: just with the word <U.S.> that will really give you an idea of it. So when you have two or more colours, with sharp boundaries, in any direction, on a particular soil, then we say that it is <U.S.> Are you okay?
- C: Yes.
- A: Okay, we have finished with the patterns and we'll now want to consider the contrast. The colour may be faint. What do we mean by that?
- C: When a colour is faint, it means that you can't really identify that particular colour from afar, you have to have a close examination before you know that maybe, this colour is brown or its blue.
- A: How about if we say that it is distinct?
- B: Then it means it is, we can distinguish one colour from the other.
- A: And the third one?
- B: In this case, then it is very clear, distinct and you can identify it from afar. In other words, it is conspicuous to the eye.
- A: So under such circumstances, you may have a colourer + dominating or being the dominant feature of that particular horizon. There are the three aspects we have on the soil + on the colour content. Now we've come to the colour boundaries. And under it we say that the colour boundaries may be what?
- C: They may be sharp, clear or diffuse
- A: And what are the units in which we distinguish ++

C: If you have the colour changing after about less than every one mm then it changes sharply

A: yeah how about if it is clear?

B: That changes beyond one and two mm

A: You have really crammed the thing.

<TEXT SAD 56>

There were four participants in the situation covered in this transcript. All of them were female of about 25 or 26 years of age. The discussion takes place in a study group situation during which the group, made up of third-year Business students, tries to understand the concept of compound interest, and how it is computed. There is no indication that any of them is in control, in contrast to the situation in SAD 54 and 55.

The recording for this transcript was made by a student who was not a member of the research team.

<Begins with overlapping>

A: E:h

B: We should find // the present value.

C: // find the compound interest.

D: Okay read it

B: Read the question read the question

C: Which one?

B: Read the question

A: Vivien wants to know --

C: (...) we tackle this --

A: Okay

C: Find the compound interest + of this + of this account.

A: Ehe: yes

- C: So we find the // future sum --
- A: the future sum // so when we subtract the initial sum or the principal from that then we'll get the compound interest.
- D: Just like that?
- A: Ye:s but he says (...) we didn't do it + ehe: but that's what the question demands.
- B: (...)
- A: Yes
- C: So the next one then (is) finding the present va--
- D: Ah:
- C: So okay //
- B: so it says--//
- A: We have this already we just have to write that // so let's work it.
- B: Ehe: // so let's work it and see if we really get the two thousand. Mary do you get us?
- C: Mm
- B: the present value
- A: Yeah
- C: Which has been invested at this + okay annual rate of this + okay interested coded what + compound (interest) ehe: so wha- wha- what are we going to find?
- A: (...) okay // the present value.
- B: We are going to find the --//
- C: Oh we will get it
- B: Let's just try.
- A: So you think we should keep it.
- B: We shall get it let's beh you know the formula so let's leave it like that.

- A: So // which formula would we use?
- C: We just have to take the --//
- B: It will be $S // S$ over one plus $+ R$ in brackets raise to the power n to the nth power.
- C: // the present value.
- A: Mm
- D: You people teach me how did you get $+ //$ present value
- A: // S over $+ S$ over one plus $<O.S.>$
- B: Interest compounded
- D: Ah: not wonder --
- B: plus raise to the power--
- D: Okay the time $+ I$ got the time alright.
- A: That's what I was getting $<O.S.>$ but you see when you go eh okay the next one like this eh the man didn't what divide the rate by two.
- B: He did.
- A: Did he?
- B: He did.
- C: But we being (...)
- D: No other one he didn't.
- B: he did.
 $<O.S.>$
- C: No listen!
- D: because me I wrote point zero three and it was wrong.
- A: (I'd like to) work it on my own.
- C: Ha::
- B: Do you know why?

- C: When he worked he got point one five
- A: So we to we were wondering today bu' we realise that he worked the correct thing on the board.
- C: Yeah
- B: Well I didn't look koraa
- D: Which one which one?
- A: The (round one)
- B: Look! man places three + three hundred thousand into a savings account + that one <the others laugh loudly>
- A: yeah that's it.
- B: Ehe: which pays three percent interest each half year so here they are telling us that three percent interest each half year so they've done the each half year already so there's no need + if they had said annually + eh at the rate of this thing --
- A/C/D: Ah::
- B: if they had said annually --
- D: Let's say double + at the rate of +
- A: Ah: okay
- D: Yeah
- B: the balance after four years if they had said this thing three percent annually but they calculate it + er half year then we would have done it the er this thing.
- A/B/C/D: // Mmh
- A: We would have // divided it by two
- B: divided it by two but this they have told us that interest <o.s>
- C: Who have been ---
- D: So what will it be?
- A: // It will just be like that but the time will be multiplied by // yeah by two.

B: // So it will be three // by two.

D: I worked point three +

B: Yes

D: and when he worked point one five on the board.

A: Point zero three.

D: <O.S.>

B: He is wrong he is wrong.

C: I copied this.

A: Where which question?

B: The one diee I did it point three.

A: Which question was that?
<O.S.>

C: me I started working.

D: I had the time to be eight

B: yes the time is --

C: The time diee it should be eight because we do it +
it's four years but we do it half a year so it
should be eight.

D: // Because I worked point o three

A: // The four years times two is eight.<o.s>

B: Ehe: that's why I was confused I thought maybe this
one interest and it's eight that one (...) even
though it's eight percent annually they do it
quarterly that's why we divided it by four // but
this one three percent each half year so he --

D: // Okay so you think ---

A: Mm so --

B: has given it to us

A: already

B: If it had been three percent er annually.

- C: annually for + for
- B: for each year then it will be divided by two.
- D: Then why is it because this I even remember i started working.
- A: Okay then let's <O.S.>
- D: (...) it was point five.
- A: Okay
- C: It has confused.
- A: Okay let's work it again and see what we will get. Alright.
- B: Okay but if you are working it again with this notion that it has been calculated already then it's zero point three.
- C: Ehe: we'll use point zero three and see the answer we get.
- D: The answer will be the same.
- A: The answer will be the same.
- C: Don't you get me?
- B: The same as what?
- A: As what you (got) there since you use point zero three to calculate.
- C: okay did we + actually get the + answer? I mean did she finish? It seems as if I didn't + finish.
- B: Ehe: me too I didn't finish.
- D: I started working --
- B: Okay I got confused I just left it.
- A: Okay let's work it.
- B: Let's work it (...) arrive at the same thing.
- C: It will be three eight ---
- A: And who said he didn't finish working it?

- C: zero zero three (...)
- B: So you are positive that it's point zero three.
- A: Mm
- D: Because it's been stated that for each half year was three percent if they had said three percent annually then you'll have + it will be <O.S.>
- A: to divide it by two (...) it stated already here.
- B: Okay then me I think I'll have to check from somebody else because I really remember I worked point zero three and he wrote point one five on the board.
- D: One five how come we all have one three zero
- C: I had zero + zero point zero three.
- D: Ehe: that's what I also had.
- B: Me too I had it in my book and then I cancelled it.
- A: Maybe you didn't see well.
- C: Oh plus the one all make it one point + zero three.
- B: And then he started calculating it again.
(....)
- D: Okay so where is the sum okay so --
- C: The sum is with +
- D: Three hundred thousand.

Transcription conventions

The English spelling system was used throughout except in a few instances. The following were used as supplementary transcription devices:

Capital letters to show emphasis.

: after a vowel (e.g. 'survi:ving') to show length.

////, [overlapping speech.

<O.S.> overlapping speech which was not possible to transcribe.

<U.S.> unintelligible segments

(...) loss of speech.

() to show that enclosed items may not what was actually said.

+ pause; longer pauses by two or more.

--- show points of interruption.

<.....> researcher's notes of extralinguistic features of the communication.

APPENDIX B

INFORMANT DATA SHEET

NAME: -----

SEX: -----

AGE: 19-24
25-29
30-34
35+

EDUCATIONAL BACKGROUND

Name of primary school attended: -----

Name of secondary school attended: -----

Were you an Arts or Science student
at the O-level examinations? -----

Your grade in English language:-----

Subjects taken at the A-level: -----

OTHER BACKGROUND INFORMATION

Number of brothers and sisters: -----

How many are educated to university level: -----

Level of education of parents: (Tick as appropriate)

	Primary	Secondary	University
Father	-----	-----	-----
Mother	-----	-----	-----

Occupation of parents:

Father: -----

Mother: -----

Any extensive travel abroad?

Yes: ----- No: -----

If yes please specify where and when (e.g. during childhood, last year, etc.) -----

INFORMATION ABOUT USE OF LANGUAGE

1. I speak the following languages (Tick all appropriate)

Ghanaian language(s): -----

English: -----

Pidgin/Broken: -----

Other non-Ghanaian languages: -----

(Tick as appropriate)

2. I always -----
sometimes -----
never -----
- mix my Ghanaian language(s) with English
3. The first language I learnt is -----
4. The language(s) I speak at home is/are -----
5. The language(s) I speak to my friends is/are -----6. Use of English
- (a) I learnt English (Tick all appropriate)
- at home -----
at school -----
by listening to other people speak -----
through reading -----
through listening to the radio and watching
television -----
Other (Please specify) -----
- (b) I use English when (Tick all appropriate)
- at home ----
on University campus ----
writing letters to friends and close relations ----
writing essays -----
making public speech -----
giving command to subordinates -----
talking to strangers -----
Other (Please specify) -----
- (c) I never -----
- sometimes ----- (Tick as appropriate)
always -----
- mix English with Ghanaian language(s)
- (d) In my opinion I speak and write (Tick as appropriate)
- British English -----
American English -----
A Ghanaian variety of standard English -----

APPENDIX C

GHANAIAAN UNIVERSITY STUDENTS' VIEWS ON LEVELS OF
FORMALITY IN SOME SITUATIONS REQUIRING THE USE OF THE
ENGLISH LANGUAGE

Please rank the following types of situation requiring the use of the English language in terms of their formality levels.

In this exercise 1 means LEAST formal and 5 MOST formal

All you are required to do is to circle the number which most closely corresponds to the level of formality you would normally associate with each situation of language use.

Thank you for your cooperation.

1. Personal letter to a friend

1 2 3 4 5

2. Speech delivered by the student representative at graduation ceremony or congregation.

1 2 3 4 5

3. The class essay.

1 2 3 4 5

4. Contribution to tutorial discussion.

1 2 3 4 5

5. Discussion with a lecturer about your academic work.

1 2 3 4 5

6. The long essay or 'project'

1 2 3 4 5

7. 'Face-to-face speech'.

1 2 3 4 5

8. Study group discussion.

1 2 3 4 5

9. A resolution addressed to the Head of State.

1 2 3 4 5

10. Letter to the Editor of a national newspaper.

1 2 3 4 5

11. A chat between friends.

1 2 3 4 5

12. Contribution to a departmental meeting involving both students and academic staff.

1 2 3 4 5

APPENDIX D

DISTRIBUTION OF LINGUISTIC FEATURES IN THE LEAR AND WOOD VARNISH TEXTS (TEXT 1 AND TEXT 2)

	Text 1	Text 2

1. Total no. of words	2048	2537
2. Total no. of lex. items	956	873
3. Lex. Density (LD) (%)	46.7	34.4
4. total no. of long words	186	96
5. - As % of entire text	9.1	3.8
6. Total no. of pronouns	179	473
7. - As % of entire text	8.7	17.2
8. Total no. of modal aux	14	62
9. - As % of entire text	0.7	2.4
10. Total no. of passives	48	14
11. With agent	9	2
12. - As %	18.4	14.2
13. Total no. of c/c*	126	180
14. No. of words per c/c*	16.3	14.1
15. Total no. of thematic elements	209	618
16. Subject as theme	95	195
17. As %	45.5	31.6
18. Complement as theme	2	0
19. As %	1	0
20. Adjunct as theme	14	12
21. As %	6.7	1.9
22. Interpersonal themes	2	19
23. As %	1	3.1
24. Total no. of r/s elements*	278	132
25. No. of r/s groups*	170	42
26. As % of r/s elements*	61.2	31.8
27. No. of r/s clauses*	108	90
28. As % of r/s elements*	38.8	68.2

* r/s = rankshifted, c/c = complete clauses.

DISTRIBUTION OF LINGUISTIC FEATURES IN THE DATA USED FOR THE MAIN STUDY

DISTRIBUTION OF LEXICAL ITEMS IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
43.9	56.8	44.4	51.4	47.2	44.8	40.7
38.8	44.8	53.4	50.0	45.8	45.4	49.5
39.7	49.2	49.6	54.8	43.8	38.3	47.3
38.5	43.8	45.8	54.0	51.9	42.3	42.1
39.6	46.7	47.8	53.9	51.0	49.7	44.7
43.8	43.7		52.3	52.0	49.5	52.8
38.2	45.3			33.1	51.4	46.5
40.4	47.3			42.9	53.0	45.3
38.8	39.9			43.2	49.5	45.3
40.9	46.1			51.2		46.7
39.5	49.7					
44.4	48.2					
39.4	41.5					
38.1	51.9					
35.4	47.6					
38.8	48.3					
42.0	41.8					
39.4						
38.7						
40.3						
36.0						
38.8						

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	6	1136.1	189.3	13.06	0.000
ERROR	72	1043.5	14.5		
TOTAL	78	2179.6			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
WPL	22	39.700	2.257	(--*--)
WIL	17	46.624	4.114	(--*--)
WMM	5	48.200	3.513	(-----*-----)
WSR	6	52.733	1.826	(-----*-----)
WNA	10	46.210	5.893	(--*--)
WAE	9	47.100	4.747	(-----*-----)
WSJ	10	46.090	3.445	(-----*-----)
POOLED STDEV =		3.807		

DISTRIBUTION OF NOUNS IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
19.5	29.50	19.3	22.1	20.8	24.9	22.3
9.4	22.40	28.2	25.0	20.8	26.2	22.4
17.7	22.20	25.5	21.4	16.7	23.7	23.3
14.7	25.10	22.8	20.7	18.5	23.7	19.6
16.3	21.70	23.1	24.1	19.6	27.0	19.8
8.7	19.70		25.7	26.9	27.2	21.3
16.1	18.70			22.4	28.7	22.4
14.4	20.90			28.4	26.7	22.2
12.5	21.10			31.1	23.6	19.5
16.2	19.60			14.3		19.3
14.0	24.80					
18.7	28.60					
20.4	20.10					
15.2	22.90					
12.0	25.40					
14.7	25.00					
15.0	18.70					
13.1						
17.1						
15.8						
11.5						
14.5						

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	6	1144.8	190.8	19.06	0.000
ERROR	72	720.7	10.0		
TOTAL	78	1865.5			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
WPL	22	14.886	2.956	(--*--)
WIL	17	22.729	3.244	(---*---)
WMM	5	23.780	3.316	(-----*-----)
WSR	6	23.167	2.049	(-----*-----)
WNA	10	21.950	5.335	(---*---)
WAE	9	25.744	1.845	(-----*-----)
WSJ	10	21.210	1.510	(---*---)
POOLED STDEV = 3.164				
				16.0 20.0 24.0

DISTRIBUTION OF VERBS IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
17.1	9.4	17.4	13.9	30.2	15.4	17.0
27.3	19.0	23.9	13.2	10.4	14.1	15.2
16.7	14.3	18.6	15.3	16.6	15.4	16.8
24.7	12.8	18.4	19.6	11.1	14.9	18.9
20.3	14.1	18.0	15.4	17.6	16.2	18.5
11.0	21.4		18.2	7.7	10.7	20.4
21.3	17.7			16.8	10.0	19.1
23.9	16.5			28.4	10.6	14.6
24.8	21.1			31.1	12.8	19.0
20.3	12.7			14.3		18.5
21.2	12.4					
23.5	7.1					
20.9	14.5					
18.2	12.2					
20.8	14.8					
21.0	9.3					
21.8	22.0					
23.3						
23.0						
20.4						
25.7						
25.8						

ANALYSIS OF VARIANCE					
SOURCE	DF	SS	MS	F	P
FACTOR	6	669.3	111.6	5.86	0.000
ERROR	72	1370.1	19.0		
TOTAL	78	2039.4			

				INDIVIDUAL 95 PCT CI'S FOR MEAN BASED ON POOLED STDEV			
LEVEL	N	MEAN	STDEV	+-----+-----+-----+-----			
WPL	22	21.500	3.619			(-----*-----)	
WIL	17	14.782	4.362	(-----*-----)			
WMM	5	19.260	2.634		(-----*-----)		
WSR	6	15.933	2.485	(-----*-----)			
WNA	10	18.420	8.535		(-----*-----)		
WAE	9	13.344	2.388	(-----*-----)			
WSJ	10	17.800	1.848		(-----*-----)		
				+-----+-----+-----+-----			
POOLED STDEV =		4.362		10.5	14.0	17.5	21.0

DISTRIBUTION OF MODAL AUXILIARY VERBS IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
0.0	1.7	2.4	1.5	1.9	0.4	1.9
1.6	3.4	2.3	0.5	0.0	1.0	1.8
1.3	3.2	1.8	1.1	2.1	1.1	1.6
3.2	0.5	2.3	1.6	3.7	0.3	0.9
4.5	1.1	1.0	2.7	2.0	1.3	2.1
1.1	0.9		2.4	3.8	0.7	0.5
1.6	3.0			1.8	0.2	1.0
1.9	2.2			1.7	1.0	2.4
2.4	1.1			2.1	0.5	2.1
2.3	2.0			0.0		2.6
1.4	2.1					
1.9	2.7					
2.6	2.5					
2.3	2.3					
3.5	1.7					
3.4	2.1					
2.0	2.2					
2.7						
1.7						
2.3						
1.4						
1.8						

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	6	14.374	2.396	3.18	0.008
ERROR	72	54.228	0.753		
TOTAL	78	68.602			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
WPL	22	2.1318	0.9584	(-----*-----)
WIL	17	2.0412	0.8124	(-----*-----)
WMM	5	1.9600	0.5857	(-----*-----)
WSR	6	1.6333	0.8140	(-----*-----)
WNA	10	1.9100	1.2565	(-----*-----)
WAE	9	0.7222	0.3930	(-----*-----)
WSJ	10	1.6900	0.6871	(-----*-----)
POOLED STDEV =		0.8679		0.70 1.40 2.10

DISTRIBUTION OF PRONOUNS (PERSONAL, REFLEXIVE, POSSESSIVE) IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
17.1	6.8	6.2	2.1	5.7	5.5	5.2
17.7	15.5	2.2	2.7	14.6	2.5	3.5
13.0	7.9	5.9	3.3	4.2	3.8	3.9
20.2	5.5	5.6	2.7	14.8	3.0	13.0
17.9	9.8	2.1	2.4	7.8	1.5	9.4
7.8	9.2		2.8	11.5	3.1	10.0
18.5	6.9			7.8	1.2	10.2
14.2	8.8			6.6	1.1	2.8
19.3	15.6			7.4	5.7	8.8
16.2	10.8			6.7		10.7
15.8	9.0					
17.9	8.9					
12.7	15.7					
15.9	12.2					
18.6	5.1					
16.4	9.3					
19.4	13.2					
16.9						
19.7						
18.6						
18.6						
19.1						

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	6	2021.20	336.87	38.15	0.000
ERROR	72	635.81	8.83		
TOTAL	78	2657.01			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
WPL	22	16.886	2.890	(---*)
WIL	17	10.012	3.383	(---*)
WMM	5	4.400	2.065	(---*)
WSR	6	2.667	0.403	(---*)
WNA	10	8.710	3.664	(---*)
WAE	9	3.044	1.715	(---*)
WSJ	10	7.750	3.575	(---*)
POOLED STDEV =		2.972		

DISTRIBUTION OF PASSIVES IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
0.0	2.6	1.9	3.3	9.4	2.5	2.2
1.4	6.9	8.8	3.8	0.0	2.2	2.6
0.0	3.2	1.8	5.5	0.0	2.9	2.3
0.3	1.8	2.8	6.6	0.0	2.3	2.1
0.8	3.3	4.3	4.0	3.9	2.8	0.9
0.9	3.9		5.5	0.0	2.8	2.3
1.2	3.9			0.7	2.9	1.5
1.9	2.2			2.1	3.3	0.5
0.6	3.3			2.2	4.2	2.3
0.6	2.9			1.4		3.7
0.3	1.4					
0.0	0.7					
1.9	5.4					
0.3	1.9					
0.5	4.0					
0.8	1.3					
0.2	7.7					
1.1						
2.0						
0.0						
1.0						
1.1						

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	6	123.68	20.61	7.60	0.000
ERROR	72	195.31	2.71		
TOTAL	78	318.99			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
WPL	22	0.768	0.633	(---*---)
WIL	17	3.318	1.910	(---*---)
WMM	5	3.920	2.906	(-----*-----)
WSR	6	4.783	1.273	(-----*-----)
WNA	10	1.970	2.915	(---*---)
WAE	9	2.878	0.600	(---*---)
WSJ	10	2.040	0.898	(---*---)
POOLED STDEV = 1.647				2.0 4.0 6.0

DISTRIBUTION OF COORDINATORS IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
0.0	2.6	1.4	2.3	1.9	3.8	3.3
4.1	0.0	4.2	2.8	2.1	2.6	3.6
5.3	0.0	2.3	3.8	4.2	2.9	3.9
3.8	2.3	2.6	1.9	0.0	2.8	4.7
4.9	0.0	2.4	4.0	0.0	2.7	2.1
1.6	0.9		1.6	3.8	3.5	4.5
2.9	2.5			2.6	2.9	2.5
3.8	0.0			1.8	4.2	6.6
3.4	2.2			0.0	3.4	2.9
3.7	1.0			2.2		3.0
2.9	3.4					
0.7	0.0					
2.4	3.8					
3.0	1.5					
4.7	2.3					
3.4	4.2					
3.3	2.2					
4.0						
3.4						
4.5						
4.0						
4.4						

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	6	46.38	7.73	4.87	0.000
ERROR	72	114.18	1.59		
TOTAL	78	160.56			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
WPL	22	3.373	1.293	(-----*-----)
WIL	17	1.700	1.411	(-----*-----)
WMM	5	2.580	1.016	(-----*-----)
WSR	6	2.733	0.991	(-----*-----)
WNA	10	1.860	1.503	(-----*-----)
WAE	9	3.200	0.552	(-----*-----)
WSJ	10	3.710	1.308	(-----*-----)
POOLED STDEV = 1.259				2.0 3.0 4.0

DISTRIBUTION OF SUBORDINATORS IN WRITTEN TEXTS

WPL	WIL	WMM	WSR	WNA	WAE	WSJ
4.9	1.3	4.1	1.8	3.8	1.6	4.1
6.4	1.7	0.9	2.7	2.1	2.5	1.3
1.7	1.6	4.4	2.7	2.1	2.2	2.4
1.3	0.9	4.5	2.7	0.0	0.8	2.8
3.3	1.1	3.0	0.9	2.0	3.1	3.3
1.6	1.7		4.3	0.0	3.0	2.0
3.2	2.5			3.0	1.7	2.9
4.0	3.3			3.1	0.9	1.9
2.1	3.3			2.1	2.5	2.1
2.9	1.0			0.0		2.6
4.0	0.7					
1.5	1.8					
2.8	1.9					
2.0	0.0					
3.1	0.6					
1.7	1.3					
2.0	4.4					
2.4						
1.1						
1.4						
1.8						
2.6						

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	6	17.86	2.98	2.15	0.058
ERROR	72	99.72	1.38		
TOTAL	78	117.58			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
WPL	22	2.627	1.304	(-----*-----)
WIL	17	1.712	1.119	(-----*-----)
WMM	5	3.380	1.509	(-----*-----)
WSR	6	2.517	1.132	(-----*-----)
WNA	10	1.820	1.381	(-----*-----)
WAE	9	2.033	0.840	(-----*-----)
WSJ	10	2.540	0.793	(-----*-----)
POOLED STDEV =		1.177		2.0 3.0 4.0

DISTRIBUTION OF LEXIS IN SPOKEN TEXTS

STD	SGT	SFF	SPS	SIN	SCC	SFQ	SGQ	SMT	SAD
43.2	43.0	41.5	32.7	43.3	27.0	40.6	40.6	36.6	43.1
46.7	37.9	47.6	39.3	34.3	26.5	43.0	32.0	40.6	33.7
45.2	33.3	45.3	46.7	38.5	29.8	34.9	35.5	32.3	40.9
50.5	36.8	47.4	49.4	27.0	36.3	34.6	38.5	32.7	33.3
43.8	30.2	43.6	58.5	32.7	38.5	34.6	33.9	34.6	30.6
40.4	45.7	38.1	44.3	40.0	37.5	49.0	33.0	43.3	40.6
45.7	32.7	53.6	43.8	36.0	30.8	43.6	29.4	40.4	30.1
45.1	27.5	40.4	46.3	31.7	43.4	45.6	38.7	35.4	34.7
48.4	30.4	48.5	43.3	27.5	41.7	41.2	41.2	34.5	40.9
48.8	33.7	54.7	48.4	32.4	32.4	36.3	34.5	36.9	33.0
47.9	28.3	55.6	45.9	32.4	36.6	35.5	30.4	34.3	31.1
47.0	30.0	43.0	47.2	31.8	36.3	40.4	34.0	41.3	42.9
48.9	31.2	45.3	49.5	33.6	33.0	34.0	28.8	42.0	39.4
45.8	24.0	49.0	41.6	32.7	37.7	39.6	32.1	39.0	33.0
46.2	32.5	47.5	45.7	37.7	38.0	41.6	29.2	35.2	38.8
47.5	32.1	40.8	48.0	36.5	41.5	31.3	36.6	37.7	35.0
43.9	33.0	38.0	55.7	32.4	37.6	33.9	39.8	39.3	41.0
42.7	27.1	33.0	54.0	32.7	34.5	36.2	37.6	39.2	42.0
54.7	34.2	40.0	44.0	30.3	35.1	38.7	38.5	49.4	30.8
49.0	28.7	38.6	51.5	30.4	40.3	34.9		41.4	31.5
51.6									

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	9	5174.7	575.0	26.04	0.000
ERROR	190	4194.6	22.1		
TOTAL	199	9369.2			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
STD	21	46.810	3.262	(---*---)
SGT	20	32.615	5.198	(---*---)
SFF	20	44.575	6.016	(---*---)
SPS	20	46.790	5.749	(---*---)
SIN	20	33.695	4.012	(---*---)
SCC	20	35.725	4.672	(---*---)
SFQ	20	38.475	4.599	(---*---)
SGQ	19	34.963	4.007	(---*---)
SMT	20	38.305	4.150	(---*---)
SAD	20	36.320	4.668	(---*---)
POOLED STDEV =		4.699		

DISTRIBUTION OF MODAL AUXILIARY VERBS IN SPOKEN TEXTS

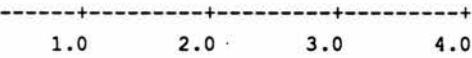
STD	SGT	SFF	SPS	SIN	SCC	SFQ	SGQ	SMT	SAD
3.4	1.8	1.1	4.7	0.0	4.1	3.1	1.0	1.0	0.0
3.3	1.9	3.8	1.9	1.0	5.3	2.0	4.0	0.0	0.0
1.9	0.8	2.1	3.3	2.2	4.0	3.7	2.8	0.0	2.3
0.0	1.7	2.1	0.0	1.7	2.7	1.9	1.0	0.9	1.0
1.1	0.9	0.9	1.2	1.9	2.8	2.9	5.4	0.0	2.8
1.0	0.0	4.8	2.3	0.0	0.0	1.0	3.5	2.1	2.1
2.1	2.7	1.0	1.1	4.0	4.8	2.1	1.8	1.0	0.9
0.0	2.5	5.1	2.1	2.5	2.0	1.0	2.7	1.8	4.1
1.1	2.7	4.0	0.0	2.5	1.0	2.1	2.9	0.9	2.6
1.2	0.9	1.1	1.1	8.3	5.4	0.0	0.9	1.9	1.9
2.1	1.8	2.2	0.0	2.8	2.0	4.7	4.5	2.9	0.0
4.8	0.9	6.0	1.1	0.0	0.9	2.9	0.0	0.9	2.0
0.0	3.7	0.0	0.0	1.8	3.9	1.0	9.0	0.9	4.0
1.0	5.0	1.0	3.0	4.5	2.8	0.0	0.0	0.0	4.7
0.0	2.6	2.0	0.0	1.9	3.0	0.0	2.7	1.0	2.0
0.0	1.8	4.9	0.0	1.9	0.8	5.2	3.0	3.8	4.9
1.0	7.5	4.6	0.0	2.7	0.9	2.8	3.1	4.5	1.0
3.3	3.4	5.5	0.0	2.0	2.7	2.9	2.0	1.0	3.4
0.0	1.7	4.8	1.1	2.8	0.0	1.9	3.1	1.1	5.1
2.1	3.5	5.9	0.0	3.9	0.8	3.8		3.7	3.7
2.2									

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	9	72.50	8.06	2.91	0.003
ERROR	190	525.26	2.76		
TOTAL	199	597.76			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
STD	21	1.505	1.367	(-----*-----)
SGT	20	2.390	1.690	(-----*-----)
SFC	20	3.145	1.971	(-----*-----)
SPS	20	1.145	1.364	(-----*-----)
SIN	20	2.420	1.857	(-----*-----)
SCC	20	2.495	1.701	(-----*-----)
SFQ	20	2.250	1.482	(-----*-----)
SGQ	19	2.811	2.077	(-----*-----)
SMT	20	1.470	1.324	(-----*-----)
SAD	20	2.425	1.643	(-----*-----)
POOLED STDEV =		1.663		



DISTRIBUTION OF PRONOUNS IN SPOKEN TEXTS

STD	SGT	SFF	SPS	SIN	SCC	SFQ	SGQ	SMT	SAD
4.5	13.6	14.9	11.2	11.5	27.0	4.2	7.9	9.9	6.9
8.7	11.7	14.3	14.0	13.3	12.4	11.0	13.0	9.9	7.7
6.0	15.0	10.5	13.0	1.1	15.3	9.2	16.8	10.4	9.1
2.2	11.1	7.4	6.9	22.7	22.1	6.5	14.4	10.3	9.5
4.5	13.2	15.5	2.4	7.7	22.0	16.3	17.0	6.7	5.6
8.7	9.9	18.1	9.1	9.1	16.1	9.4	17.4	8.2	8.3
4.3	15.0	9.3	4.5	17.0	20.2	11.7	17.4	10.6	9.7
2.2	17.5	6.1	10.5	19.2	16.2	18.4	14.4	12.4	9.2
0.0	16.1	9.1	13.4	15.8	15.6	9.3	11.8	15.5	7.8
4.8	12.3	6.3	4.4	21.3	22.5	7.8	6.4	9.7	13.6
2.3	14.2	4.4	4.1	11.1	21.8	11.2	6.3	12.4	7.8
4.8	18.2	13.0	4.5	11.1	16.8	6.7	8.3	14.7	9.2
1.1	21.1	11.6	5.1	7.1	16.5	8.0	13.5	10.7	5.1
4.2	27.3	9.8	7.9	14.5	18.9	11.9	12.5	14.3	12.3
3.3	13.2	7.1	2.2	11.3	10.0	7.9	12.4	7.6	17.3
7.1	14.3	11.7	5.1	19.2	18.7	16.5	14.9	19.8	12.6
3.1	20.8	14.8	3.4	13.5	21.4	8.3	14.3	15.2	9.5
5.6	18.6	15.6	4.6	13.9	17.3	17.1	11.9	16.5	13.4
0.0	21.7	14.3	7.8	11.9	15.3	9.4	20.8	12.4	14.5
4.2	20.0	5.0	4.0	15.7	16.0	11.3		13.1	17.6
2.2									

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	9	3112.1	345.8	22.98	0.000
ERROR	190	2858.5	15.0		
TOTAL	199	5970.6			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
STD	21	3.990	2.415	(--*--)
SGT	20	16.240	4.358	(--*--)
SFF	20	10.940	4.040	(--*--)
SPS	20	6.905	3.758	(--*--)
SIN	20	13.400	5.153	(--*--)
SCC	20	18.105	3.952	(--*--)
SFQ	20	10.605	3.846	(--*--)
SGQ	19	13.232	3.932	(--*--)
SMT	20	12.015	3.268	(--*--)
SAD	20	10.335	3.548	(--*--)
POOLED STDEV =		3.879		

DISTRIBUTION OF PASSIVES IN SPOKEN TEXTS

STD	SGT	SFF	SPS	SIN	SCC	SFQ	SGQ	SMT	SAD
0.0	0.0	2.1	0.0	0.0	1.6	3.1	0.0	2.0	0.0
5.4	0.0	2.9	0.9	1.0	0.9	0.0	1.0	1.0	1.0
1.2	0.8	2.1	3.3	4.4	1.6	0.9	0.0	3.1	0.0
2.2	0.9	1.1	3.4	0.8	0.9	1.9	0.0	0.0	1.9
6.7	2.8	0.0	1.2	1.0	0.0	0.0	0.0	1.9	1.9
3.8	1.0	2.9	2.3	0.0	0.0	0.0	0.0	2.1	1.0
3.2	2.7	0.0	2.2	0.0	1.0	2.1	0.0	1.9	2.7
2.2	0.0	2.0	1.1	0.8	0.0	1.0	0.0	0.9	0.0
3.3	1.8	0.0	2.1	1.7	3.6	2.1	1.0	2.7	3.5
4.8	2.7	0.0	2.2	0.0	0.0	0.0	1.8	0.0	0.0
2.1	0.9	0.0	1.0	1.9	0.0	0.9	0.0	1.0	0.0
4.8	2.7	0.0	1.1	0.9	0.0	2.9	2.8	0.9	0.0
1.1	0.9	0.0	1.0	0.9	3.0	2.0	0.9	1.8	1.0
4.2	0.0	2.0	4.0	1.8	0.0	2.0	1.8	1.0	1.9
2.2	0.0	3.0	4.3	0.9	3.0	0.0	0.0	1.0	1.0
0.0	0.0	3.9	6.1	0.0	4.1	0.0	1.0	0.9	0.0
0.0	0.0	1.9	2.3	0.9	0.0	0.9	1.0	0.0	0.0
3.4	0.8	3.7	6.9	0.0	0.0	1.0	0.0	1.0	0.8
1.2	0.0	2.9	4.4	0.9	0.0	0.0	1.0	1.1	0.9
2.1	0.0	1.0	0.0	3.0	1.7	0.0		1.9	1.9
1.1									

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	9	82.30	9.14	5.39	0.000
ERROR	190	322.19	1.70		
TOTAL	199	404.49			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
STD	21	2.619	1.864	(-----*-----)
SGT	20	0.900	1.063	(-----*-----)
SFF	20	1.575	1.380	(-----*-----)
SPS	20	2.490	1.898	(-----*-----)
SIN	20	1.045	1.114	(-----*-----)
SCC	20	1.070	1.367	(-----*-----)
SFQ	20	1.040	1.058	(-----*-----)
SGQ	19	0.647	0.822	(-----*-----)
SMT	20	1.310	0.849	(-----*-----)
SAD	20	0.975	1.037	(-----*-----)
POOLED STDEV = 1.302				1.0 2.0 3.0

DISTRIBUTION OF COORDINATORS IN SPOKEN TEXTS

STD	SGT	SFF	SPS	SIN	SCC	SFQ	SGQ	SMT	SAD
2.3	5.5	6.4	4.7	5.8	4.1	2.1	5.9	0.0	3.9
1.1	0.0	6.7	1.9	5.7	2.7	2.0	5.0	2.0	4.8
3.6	5.8	5.3	1.1	5.5	4.8	5.5	3.7	3.1	4.5
3.3	7.6	1.1	4.6	3.4	5.3	3.7	1.9	1.9	1.0
2.2	7.5	0.9	2.4	3.8	3.7	3.8	3.6	1.9	1.9
2.9	5.9	1.9	1.1	7.1	1.8	3.1	6.1	3.1	0.0
2.1	5.3	5.2	3.4	3.0	1.0	1.1	2.8	4.8	2.7
6.6	5.0	4.0	6.3	5.0	1.0	3.9	1.8	1.8	2.0
5.5	0.9	2.0	1.0	5.0	4.2	7.2	4.9	0.9	5.2
2.4	4.5	4.2	3.3	0.0	3.6	3.9	3.6	0.0	0.0
1.1	5.3	4.4	3.1	2.8	1.0	2.8	1.8	4.8	3.9
3.6	5.5	1.0	3.4	1.9	2.7	0.0	0.9	0.9	1.0
4.3	5.5	2.6	2.0	6.2	1.9	1.0	5.4	7.1	4.0
1.0	4.1	2.0	4.0	3.6	6.6	3.0	4.5	2.9	1.9
4.4	4.4	2.0	3.3	1.9	2.0	5.0	5.3	1.9	1.0
1.0	8.0	3.9	5.1	1.0	3.3	3.5	3.0	1.9	2.9
5.1	7.5	0.9	4.5	4.5	6.0	2.8	3.1	1.8	2.9
3.4	5.9	1.8	4.6	5.9	2.7	1.9	5.0	4.1	0.8
3.5	5.8	3.8	1.1	2.8	0.9	3.8	2.1	3.4	3.4
3.1	2.6	2.0	2.0	2.0	2.5	1.9		0.0	2.8
4.4									

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	9	106.66	11.85	3.96	0.000
ERROR	190	568.07	2.99		
TOTAL	199	674.73			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
STD	21	3.186	1.537	(-----*-----)
SGT	20	5.130	2.061	(-----*-----)
SFF	20	3.105	1.839	(-----*-----)
SPS	20	3.145	1.540	(-----*-----)
SIN	20	3.845	1.926	(-----*-----)
SCC	20	3.090	1.694	(-----*-----)
SFQ	20	3.100	1.658	(-----*-----)
SGQ	19	3.705	1.564	(-----*-----)
SMT	20	2.415	1.812	(-----*-----)
SAD	20	2.530	1.575	(-----*-----)
POOLED STDEV = 1.729				2.4 3.6 4.8

DISTRIBUTION OF SUBORDINATORS IN SPOKEN TEXTS

STD	SGT	SFF	SPS	SIN	SCC	SFQ	SGQ	SMT	SAD
3.4	2.7	2.1	3.7	0.0	4.9	2.1	3.0	0.0	3.9
3.3	3.9	3.8	4.7	4.8	0.0	3.0	3.0	6.9	3.8
3.6	5.8	3.2	2.2	3.3	4.0	3.7	2.8	3.1	6.8
3.3	0.9	2.1	1.1	2.5	2.7	5.6	4.8	1.9	6.7
1.1	2.8	3.6	0.0	2.9	2.8	3.8	0.9	3.8	2.8
2.4	3.0	5.7	4.5	2.0	0.9	3.1	4.3	2.1	4.2
1.1	6.2	2.1	4.5	7.0	1.0	3.2	3.7	3.8	3.5
4.4	5.0	4.0	2.1	6.7	1.0	2.9	4.5	4.4	2.0
2.2	4.5	1.0	1.0	3.3	0.0	2.1	3.9	4.5	2.6
2.4	3.6	2.1	1.1	3.7	0.9	2.0	0.9	3.9	3.9
1.1	4.4	3.3	0.0	6.5	1.0	7.5	1.8	2.9	1.9
1.2	1.8	8.0	3.4	1.9	0.9	2.9	3.7	5.5	1.0
2.1	4.6	6.3	1.0	6.2	0.0	5.0	5.4	3.6	1.0
1.0	6.6	2.9	4.0	2.7	1.9	7.9	2.7	1.0	4.7
1.1	4.4	3.0	2.2	5.7	1.0	3.0	6.2	1.0	2.0
1.0	0.9	6.8	1.0	5.8	1.0	5.2	3.0	3.8	2.9
2.0	5.7	6.5	1.1	3.6	1.7	5.5	7.1	0.9	2.9
1.1	5.1	7.3	0.0	4.0	2.7	5.7	0.0	3.1	1.7
2.3	2.5	4.8	3.3	2.8	2.7	1.9	5.2	0.0	3.4
2.1	5.2	5.9	0.0	4.6	1.7	5.7		1.9	2.8
3.3									

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	9	163.16	18.13	6.40	0.000
ERROR	190	537.85	2.83		
TOTAL	199	701.01			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
STD	21	2.167	1.047	(-----*-----)
SGT	20	3.980	1.669	(-----*-----)
SFF	20	4.225	2.044	(-----*-----)
SPS	20	2.045	1.651	(-----*-----)
SIN	20	4.000	1.874	(-----*-----)
SCC	20	1.640	1.313	(-----*-----)
SFQ	20	4.090	1.806	(-----*-----)
SGQ	19	3.521	1.839	(-----*-----)
SMT	20	2.905	1.810	(-----*-----)
SAD	20	3.225	1.577	(-----*-----)
POOLED STDEV =		1.682		1.2 2.4 3.6 4.8

RESULTS OF CHI-SQUARE TESTS

1. Lexical Items in Written Texts

Expected counts are printed below observed counts

	Col 1	Col 2	Total
Row 1	3291 3953.36	5548 4885.64	8839
Row 2	1764 1671.87	1974 2066.13	3738
Row 3	2419 2215.29	2534 2737.71	4953
Row 4	1196 1015.73	1075 1255.27	2271
Row 5	838 935.67	1254 1156.33	2092
Row 6	3337 3120.11	3639 3855.89	6976
Row 7	2548 2480.97	2999 3066.03	5547
Total	15393	19023	34416

$$\begin{aligned}
 \text{ChiSq} = & 110.97 + 89.80 + \\
 & 5.08 + 4.11 + \\
 & 18.73 + 15.16 + \\
 & 31.99 + 25.89 + \\
 & 10.20 + 8.25 + \\
 & 15.08 + 12.20 + \\
 & 1.81 + 1.47 = 350.7257
 \end{aligned}$$

$$\text{df} = 6$$

2. Modal Auxiliaries versus Main Verbs in Written texts.

Expected counts are printed below observed counts

	Col 1	Col 2	Total
Row 1	196 182.29	1927 1940.71	2123
Row 2	68 52.38	542 557.62	610
Row 3	89 89.13	949 948.87	1038
Row 4	36 33.66	356 358.34	392
Row 5	37 32.37	340 344.63	377
Row 6	59 88.27	969 939.73	1028
Row 7	86 92.91	996 989.09	1082
Total	571	6079	6650
ChiSq =	1.03 + 4.66 + 0.00 + 0.16 + 0.66 + 9.71 + 0.51 +	0.10 + 0.44 + 0.00 + 0.02 + 0.06 + 0.91 + 0.05 =	18.3060
df = 6			

3. Pronouns in Written Texts
Expected counts are printed below observed counts

	Col 1	Col 2	Total
Row 1	1289 1997.18	1491 782.82	2780
Row 2	888 848.44	293 332.56	1181
Row 3	1211 1022.30	212 400.70	1423
Row 4	525 420.27	60 164.73	585
Row 5	397 395.84	154 155.16	551
Row 6	1810 1446.16	203 566.84	2013
Row 7	1174 1163.82	446 456.18	1620
Total	7294	2859	10153
ChiSq =	251.11 + 1.84 + 34.83 + 26.10 + 0.00 + 91.54 + 0.09 +	640.64 + 4.71 + 88.87 + 66.58 + 0.01 + 233.54 + 0.23 =	1440.1015
df =	6		

4. Main verbs versus other Words

Expected counts are printed below observed counts

	Col 1	Col 2	Total
Row 1	1927 1565.81	6912 7273.19	8839
Row 2	542 662.18	3196 3075.82	3738
Row 3	949 877.41	4004 4075.59	4953
Row 4	356 402.30	1915 1868.70	2271
Row 5	340 370.59	1752 1721.41	2092
Row 6	969 1235.78	6007 5740.22	6976
Row 7	996 964.92	4451 4482.08	5447
Total	6079	28237	34316
ChiSq =	83.32 + 21.81 + 5.84 + 5.33 + 2.53 + 57.59 + 1.00 +	17.94 + 4.70 + 1.26 + 1.15 + 0.54 + 12.40 + 0.22 =	215.6136
df = 6			

5. Subordinators versus Coordinators in Written Texts
Expected counts are printed below observed counts

	Col 1	Col 2	Total
Row 1	317 305.78	236 247.22	553
Row 2	80 69.67	46 56.33	126
Row 3	128 164.78	170 133.22	298
Row 4	64 65.25	54 52.75	118
Row 5	43 56.40	59 45.60	102
Row 6	222 207.91	154 168.09	376
Row 7	206 190.21	138 153.79	344
Total	1060	857	1917
ChiSq =	0.41 + 1.53 + 8.21 + 0.02 + 3.18 + 0.96 + 1.31 +	0.51 + 1.89 + 10.15 + 0.03 + 3.94 + 1.18 + 1.62 =	34.9508
df = 6			

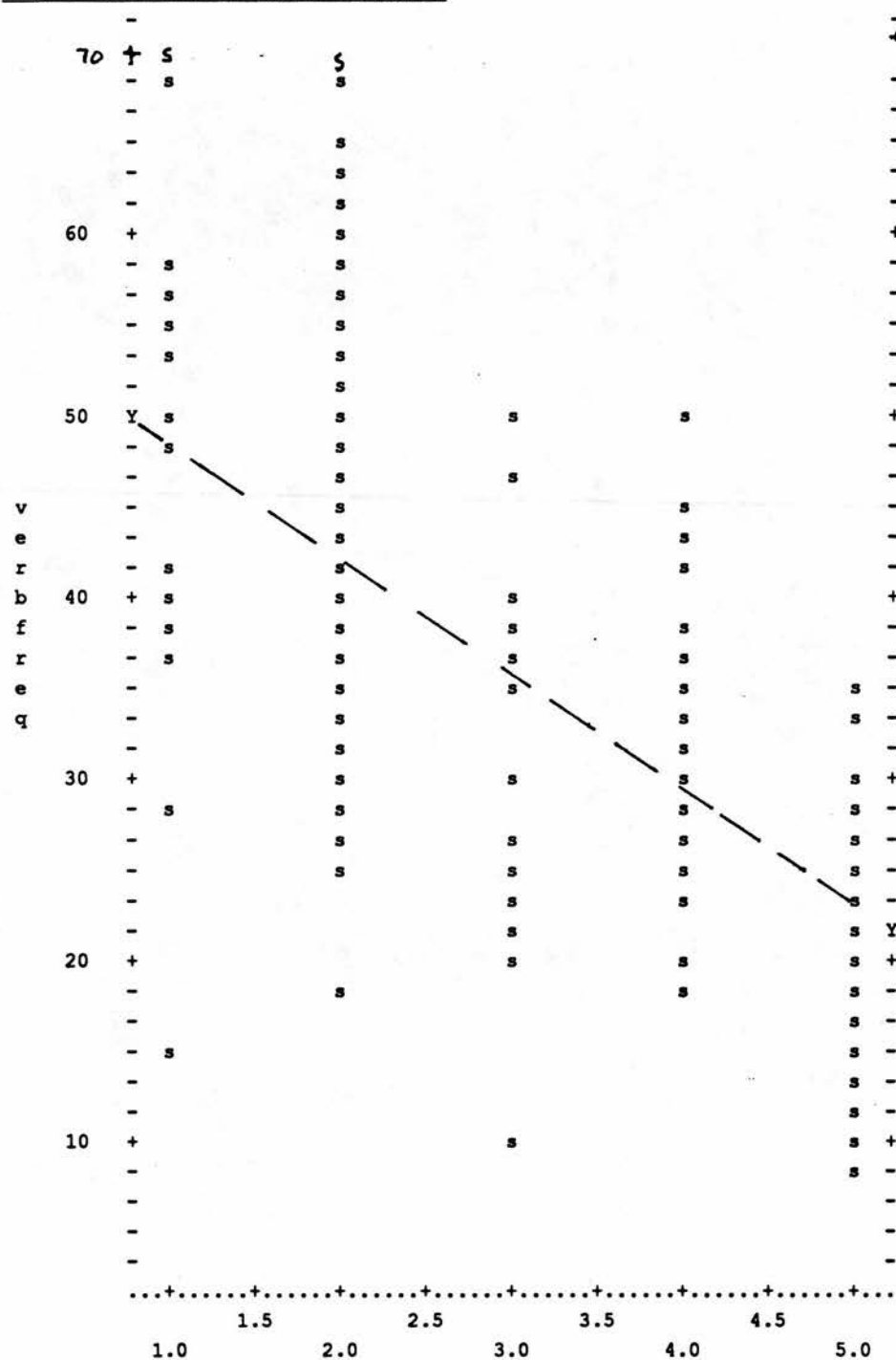
6. Clausal versus Subclausal Coordinators in Spoken Texts
Expected counts are printed below observed counts

	clause	phrase	Total
1	21 45.09	44 19.91	65
2	91 80.46	25 35.54	116
3	29 45.09	36 19.91	65
4	43 47.17	25 20.83	68
5	60 59.65	26 26.35	86
6	66 52.02	9 22.98	75
7	57 49.25	14 21.75	71
1	56 52.02	19 22.98	75
9	43 38.15	12 16.85	55
10	48 45.09	17 19.91	65
Total	514	227	741

Chisq = 12.869 + 29.139 +
1.380 + 3.124 +
5.740 + 12.998 +
0.368 + 0.834 +
0.002 + 0.005 +
3.754 + 8.501 +
1.220 + 2.762 +
0.304 + 0.688 +
0.616 + 1.395 +
0.188 + 0.426 = 86.312

df = 9

LINGUISTIC FEATURES VERSUS FORMALITY

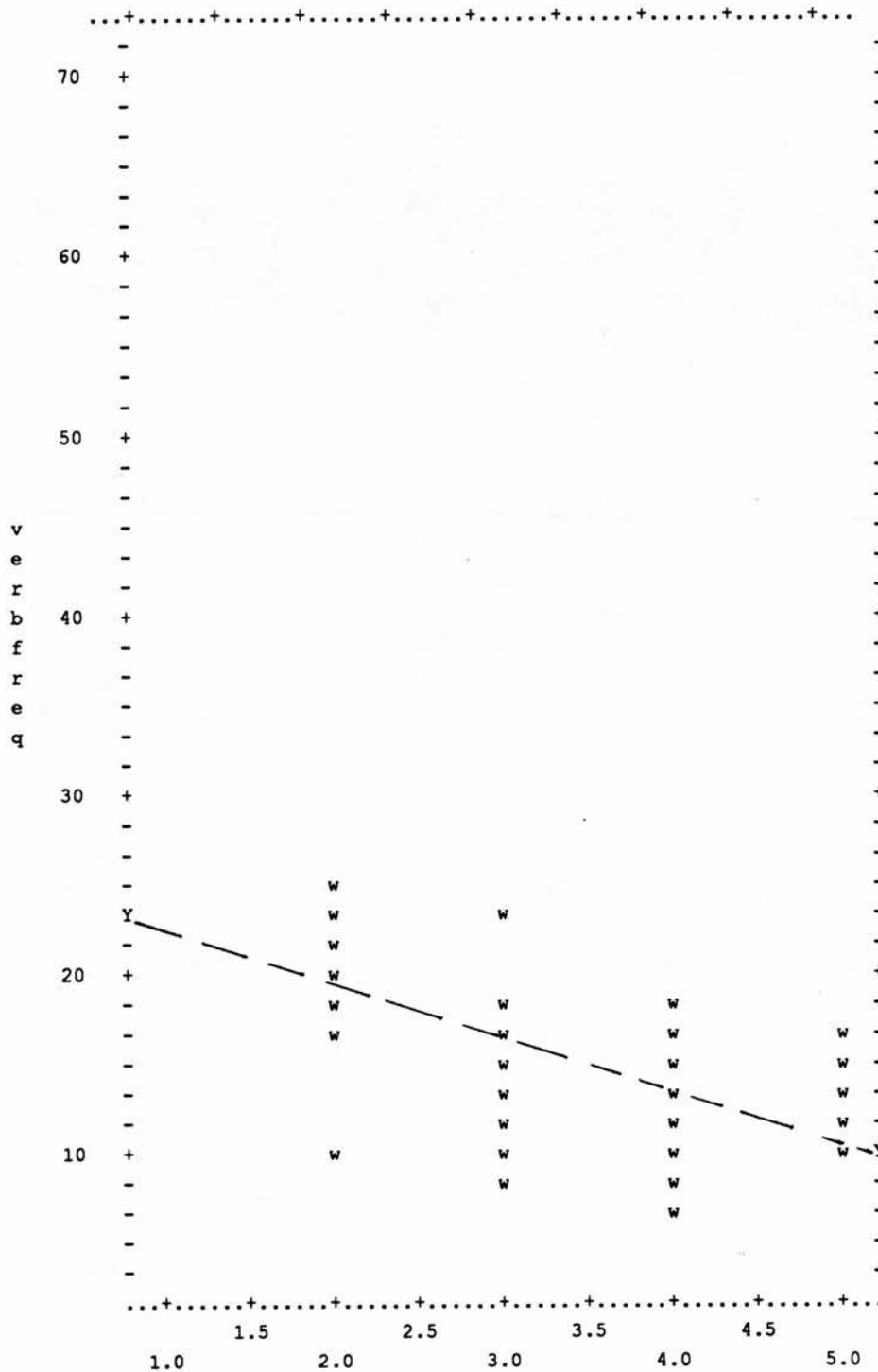


N = 200
R = -.633
P < .001

formality

	MEAN	S.D.
--REGRESSION LINE--	X 3.0150	1.3505
Y= 54.938 -6.4191*X	112.77	Y 35.584 13.688

formality VERSUS verbfreq GROUP=spoken , SYMBOL=s



N = 79

R --.663

$P < .001$

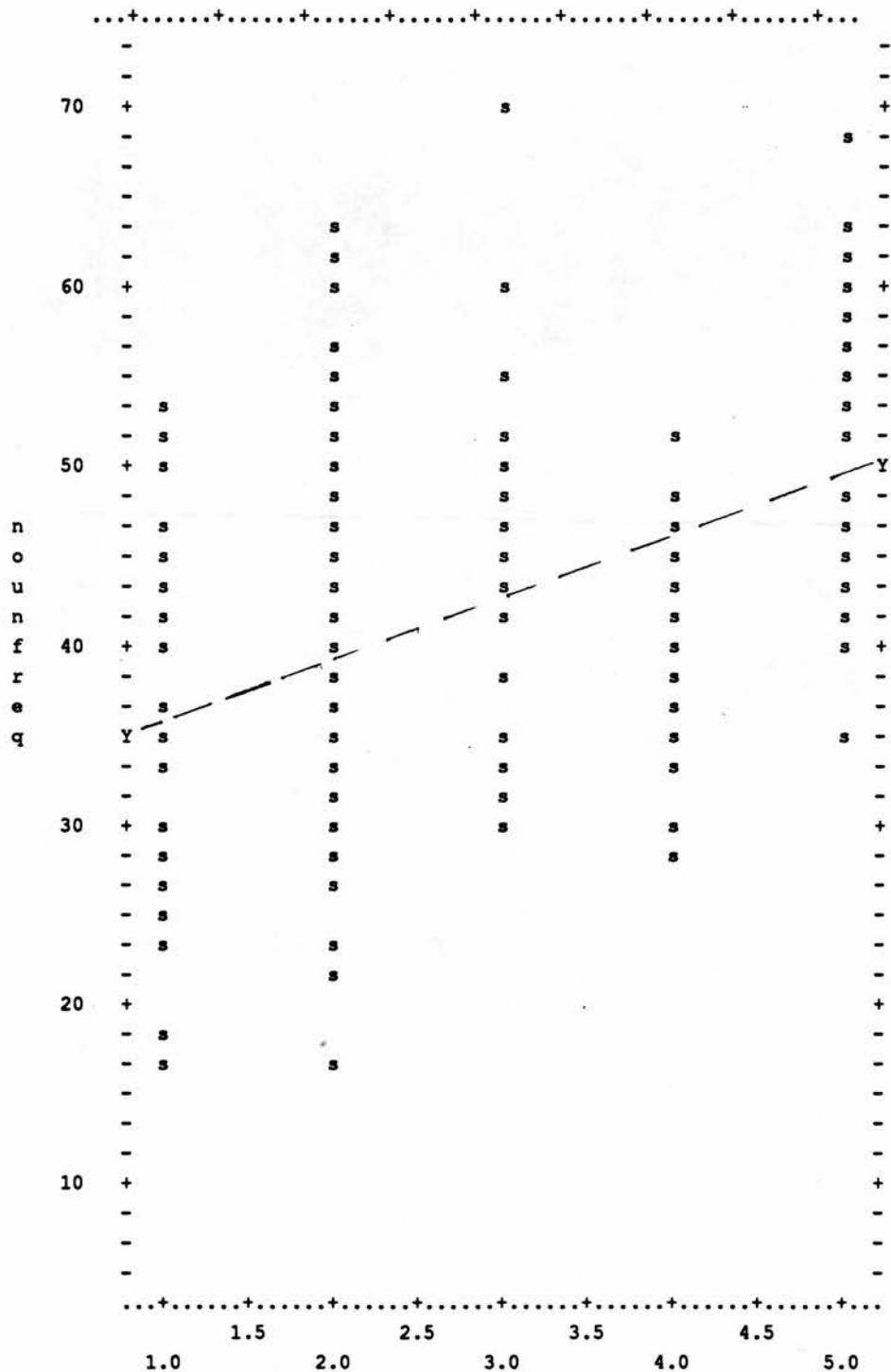
formality

MEAN S.D.

```
--REGRESSION LINE--  -RES.MS-      X  3.3291  1.0343
```

$$Y = 25.565 - 3.0617 * X \quad 12.917 \quad Y \quad 15.372 \quad 4.7728$$

formality VERSUS verbfreq GROUP=written, SYMBOL=w

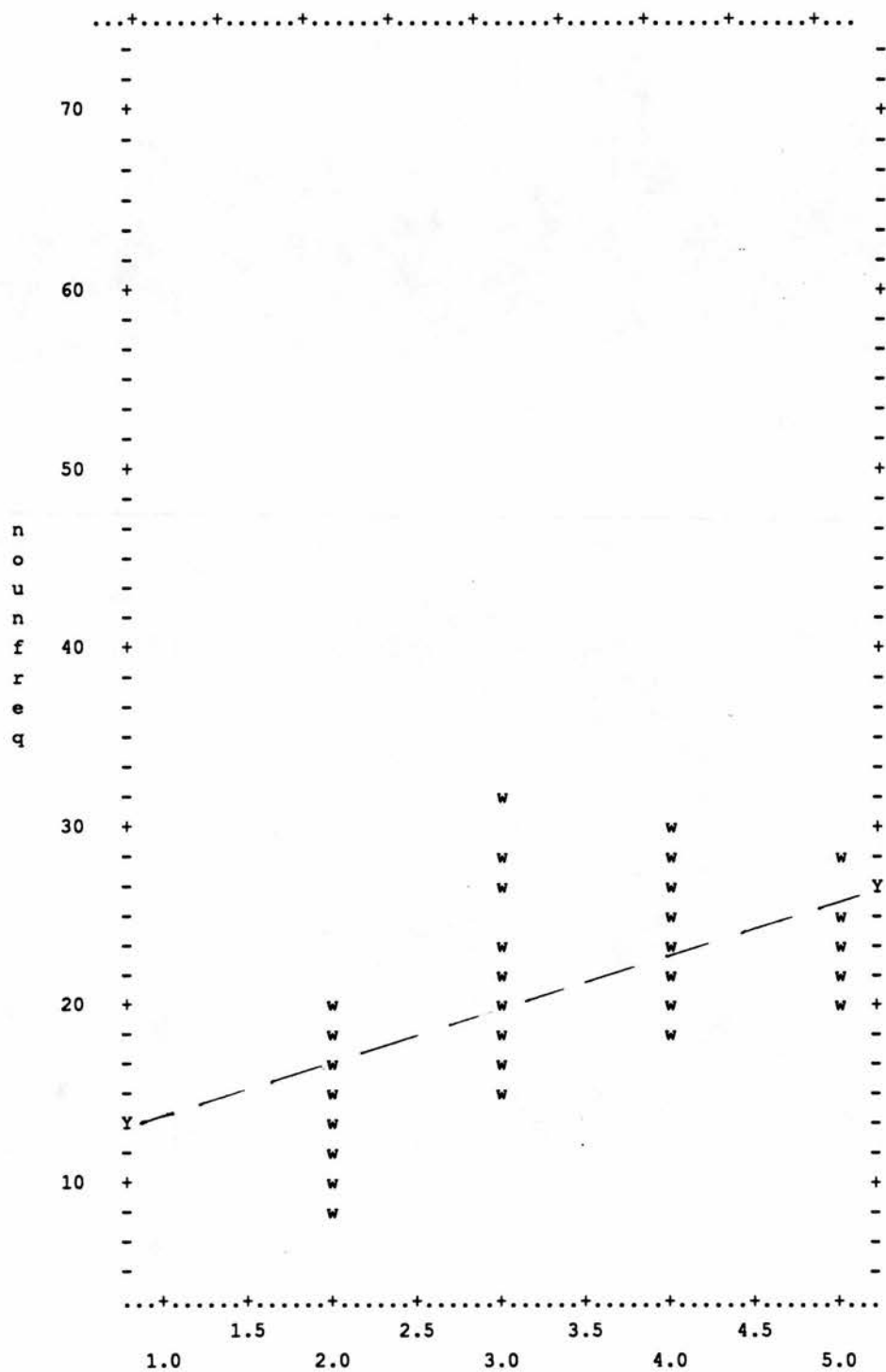


N = 200
R = .433
P < .001

formality

	MEAN	S.D.
--REGRESSION LINE--		
-RES.MS-	X 3.0150	1.3505
Y= 32.937 +3.2247*X	82.742	Y 42.660 10.064

formality versus nounfreq GROUP=spoken, SYMBOL=s

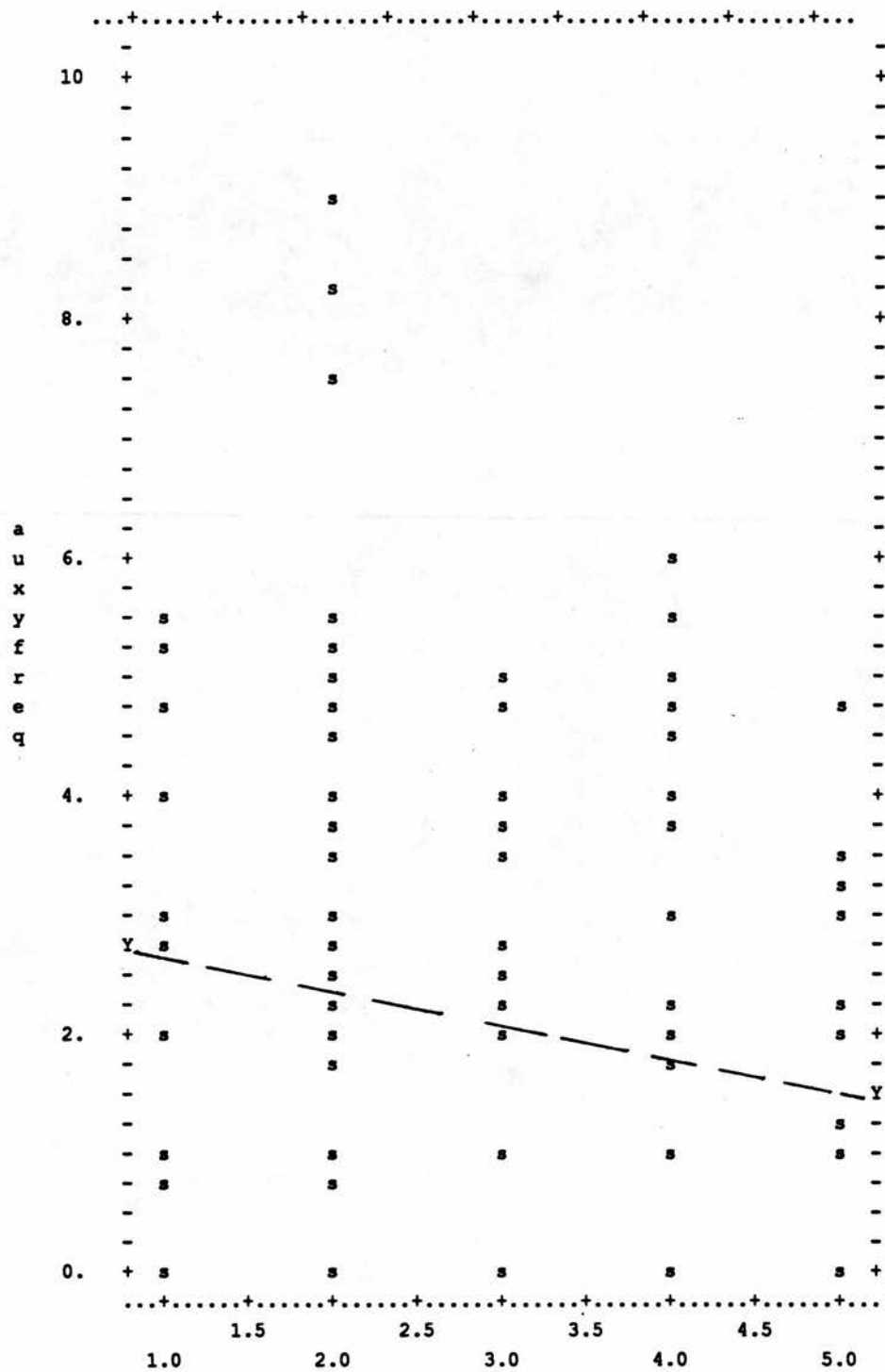


N = 79
R = .680
P < .001

formality

	MEAN	S.D.
--REGRESSION LINE--	X 3.3291	1.0343
Y= 9.9945 +3.2150*X	13.026	Y 20.697 4.8905

formality versus nounfreq GROUP=written, SYMBOL=w

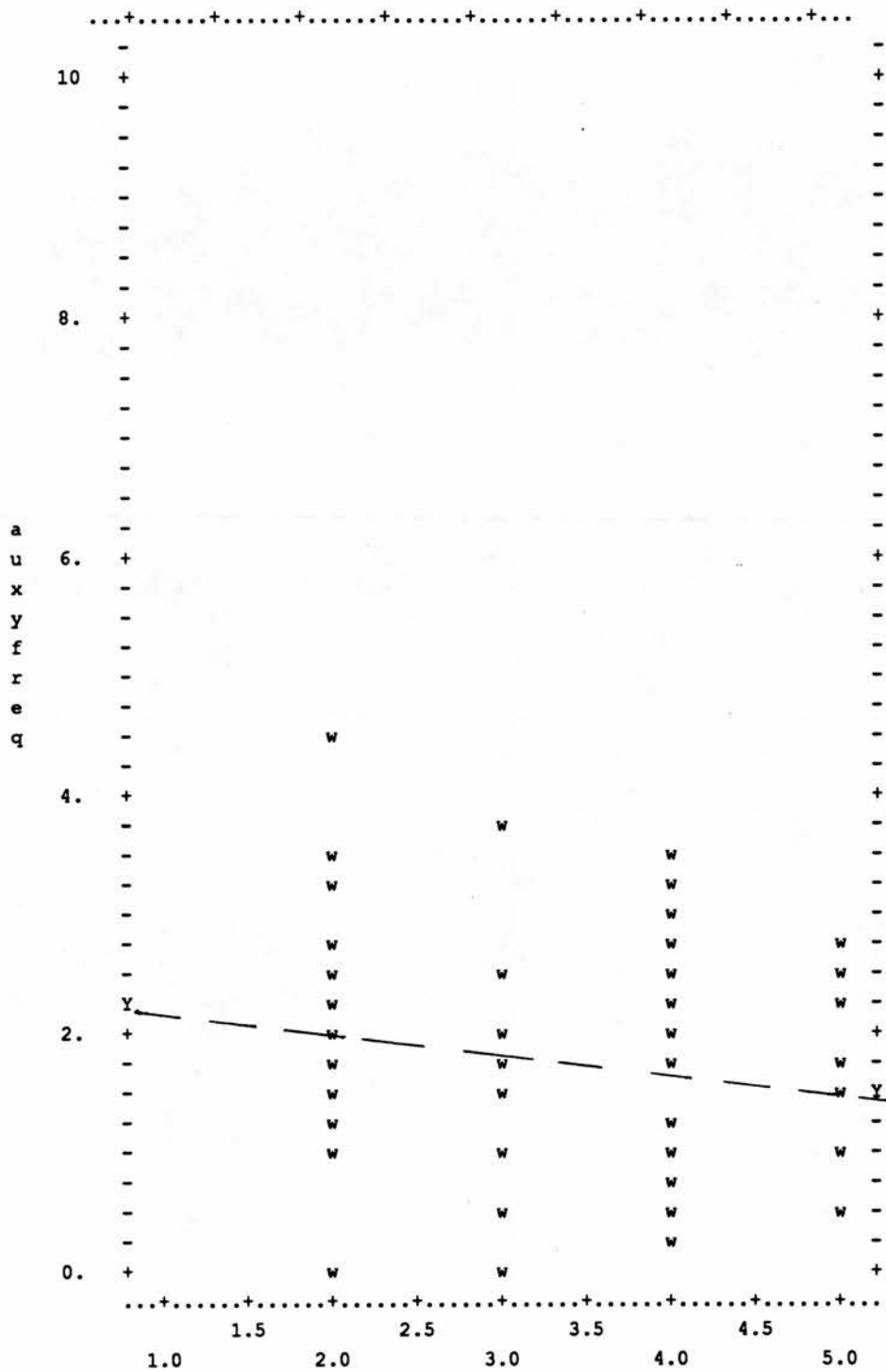


N = 200
R = -.214
P = .002

formality

	MEAN	S.D.
X	3.0150	1.3505
Y	2.1990	1.7332

--REGRESSION LINE-- -RES.MS-
Y= 3.0272 -.27468*X 2.8807
formality versus auxyfreq GROUP=spoken, SYMBOL=s

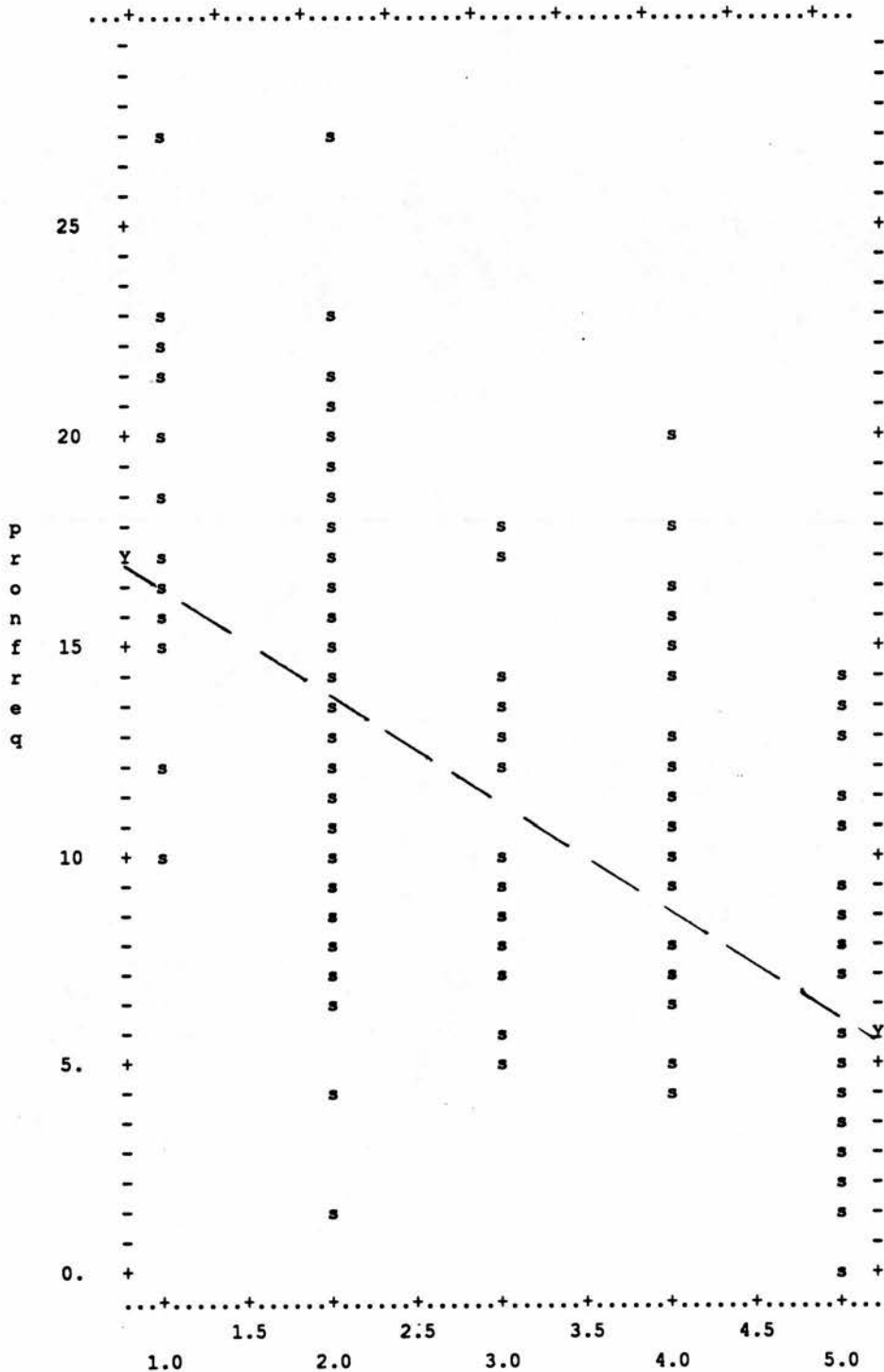


N = 79
R = -.179
P = .115

formality

MEAN S.D.

--REGRESSION LINE-- -RES.MS- X 3.3291 1.0343
Y= 2.3513 -.16255*X .86893 Y 1.8101 .94130
formality VERSUS auxyfreq GROUP=written, SYMBOL=w



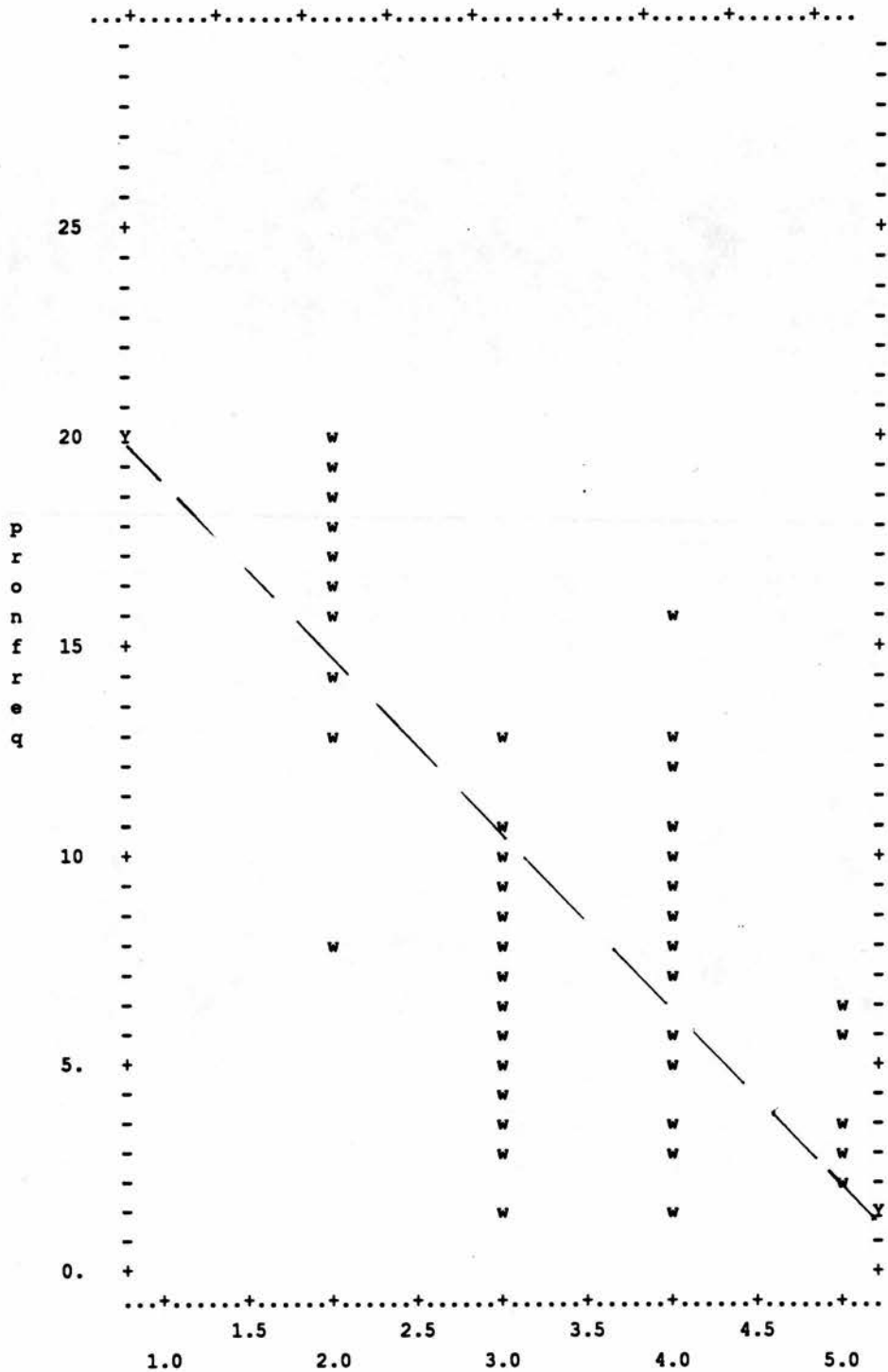
N = 200
R = -.620
P < .001

formality

	MEAN	S.D.
X	3.0150	1.3505
Y	11.531	5.4775

--REGRESSION LINE--
Y = 19.108 - 2.5132 * X

formality versus pronfreq GROUP=spoken, SYMBOL=s

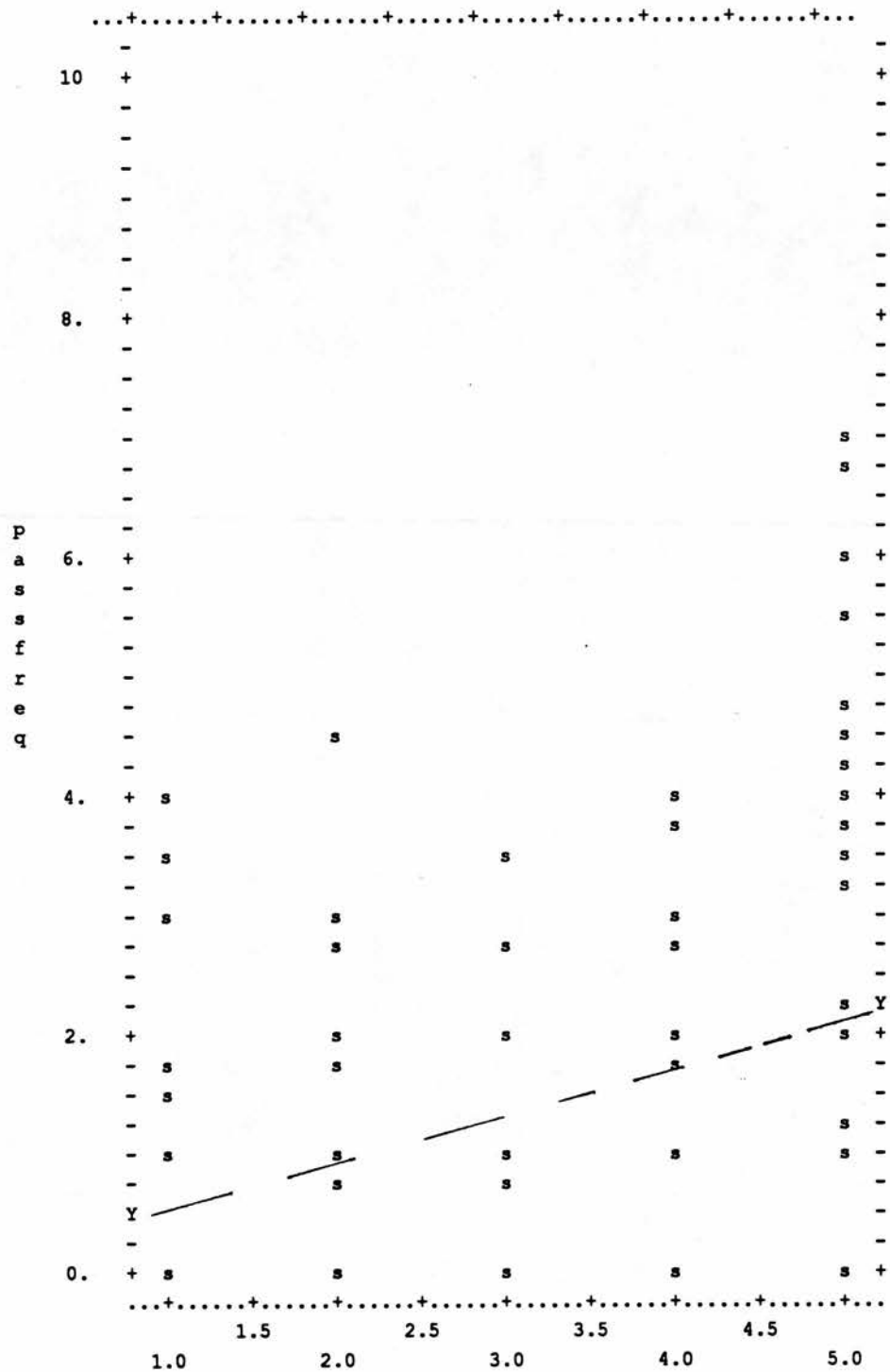


N = 79
R = -.719
P < .001

formality

	MEAN	S.D.
--REGRESSION LINE--		
-RES.MS-	X 3.3291	1.0343
Y= 23.033 -4.0986*X	17.039	Y 9.3886 5.8984

formality VERSUS pronfreq GROUP=written, SYMBOL=w

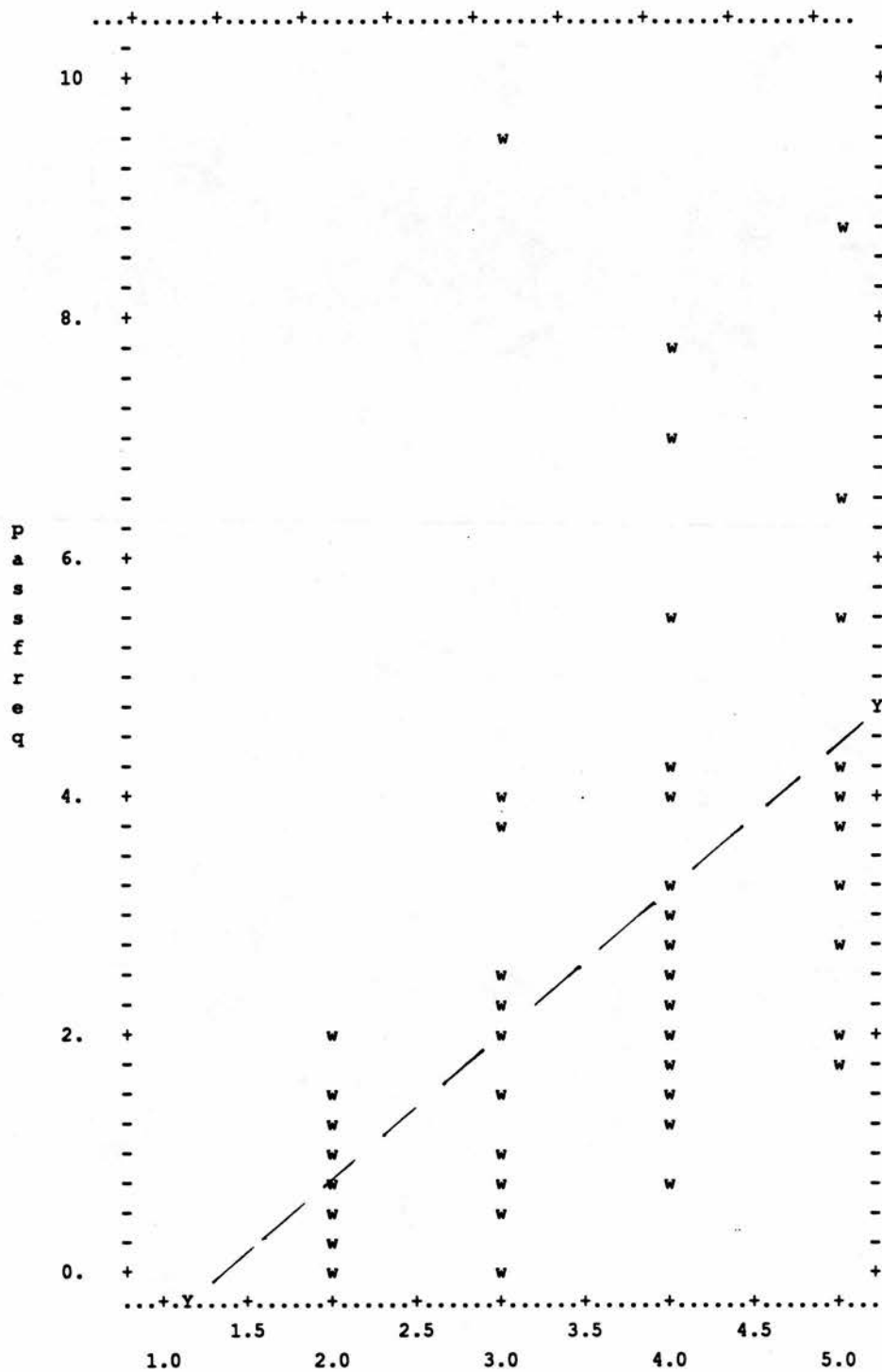


N = 200
R = .387
P < .001

formality

	MEAN	S.D.
X	3.0150	1.3505
Y	1.3770	1.4257

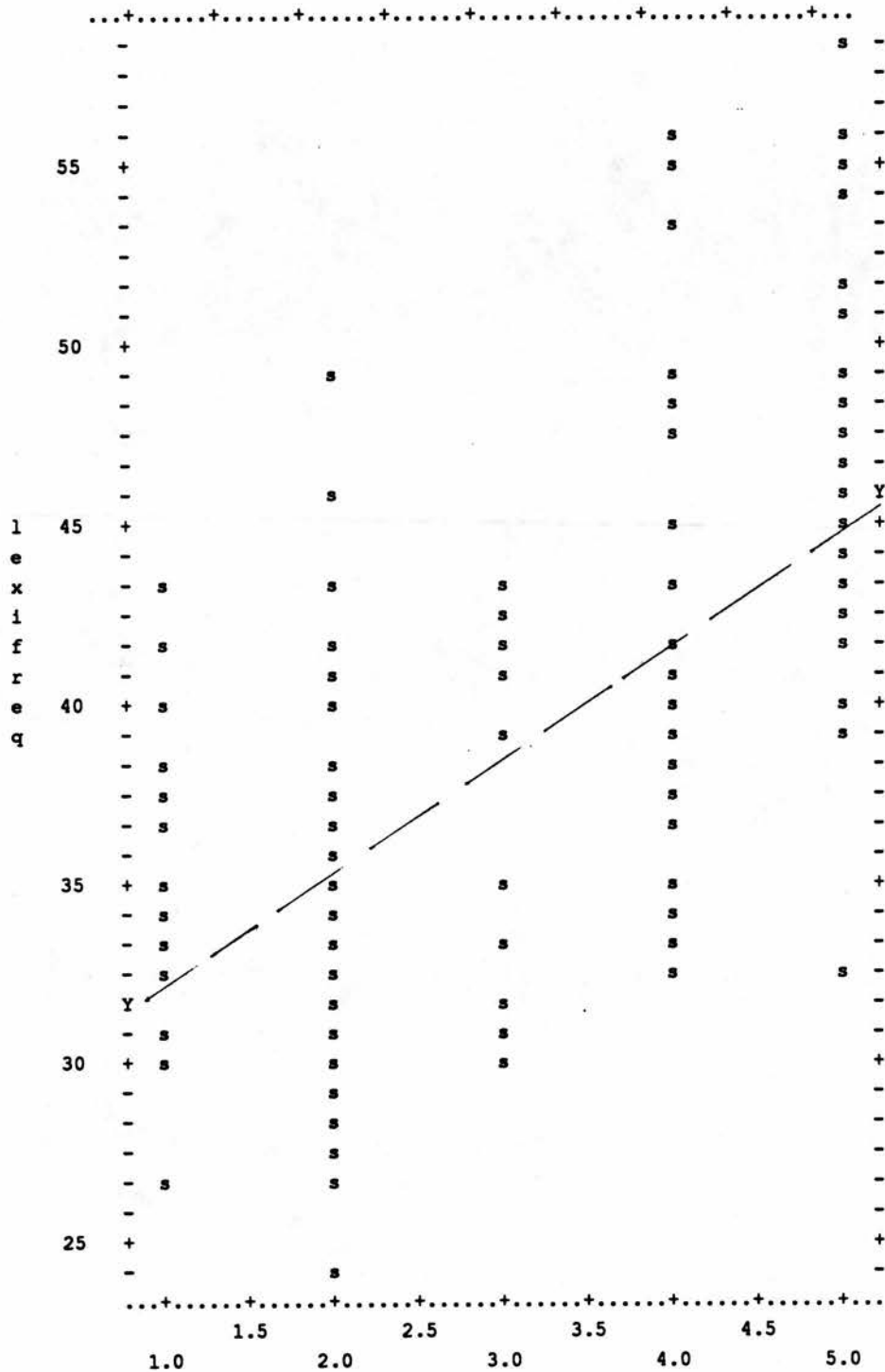
--REGRESSION LINE--
Y = .14453 + .40878 * X
formality versus passfreq GROUP=spoken, SYMBOL=s



N = 79
R = .615
P < .001

	MEAN	S.D.
--REGRESSION LINE--	-RES.MS-	X 3.3291 1.0343
Y=-1.6253 +1.2015*X	2.5783	Y 2.3747 2.0223

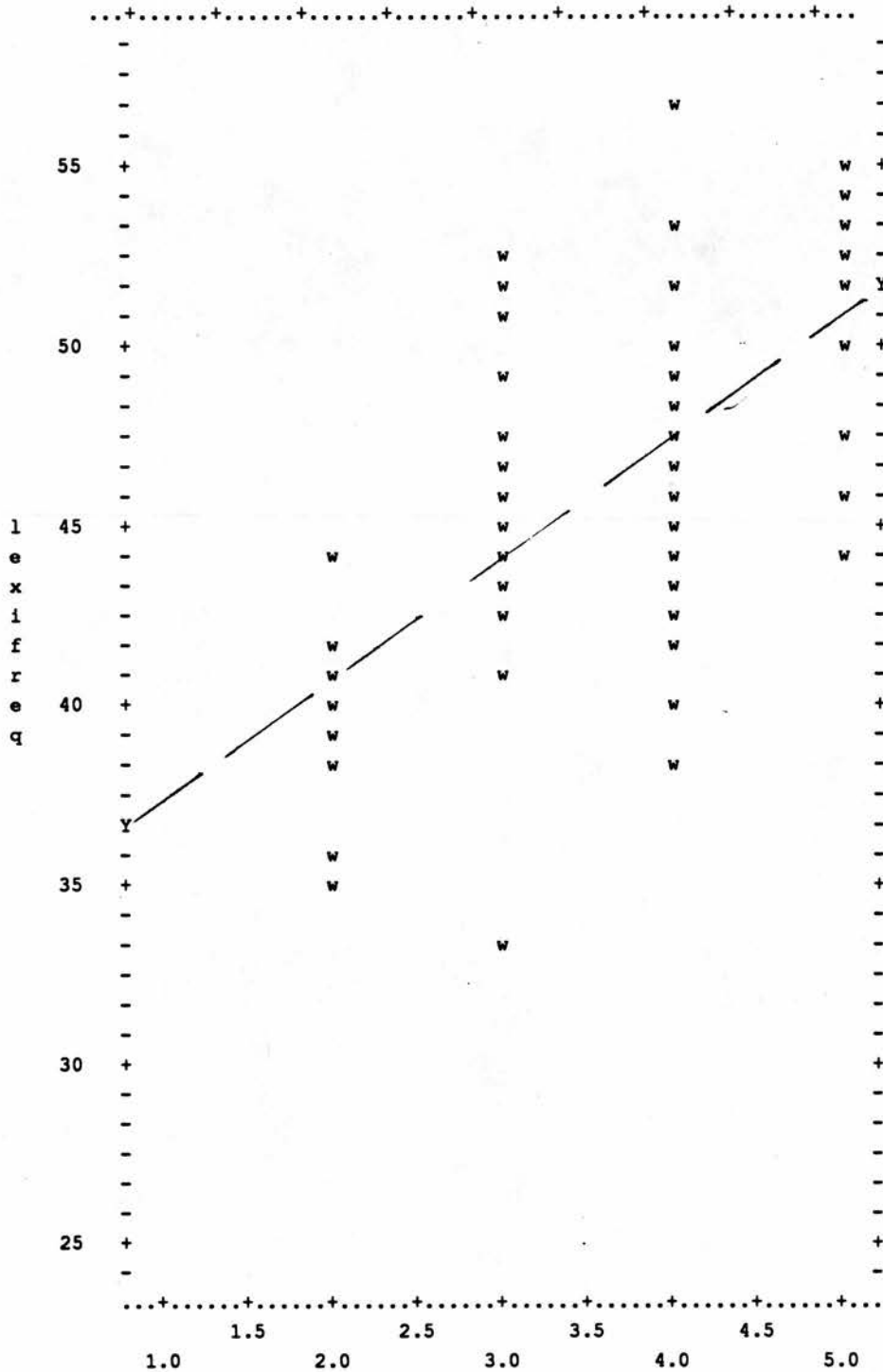
formality VERSUS passfreq GROUP=written, SYMBOL=w



N = 200
R = .645
P < .001

formality

		MEAN	S.D.
--REGRESSION LINE--		X 3.0150	1.3505
-RES.MS-		Y 38.887	6.8616
Y= 29.005 +3.2774*X			
formality versus lexifreq GROUP=spoken, SYMBOL=s			



N = 79
R = .663
P < .001

formality

	MEAN	S.D.
--REGRESSION LINE--		
-RES.MS-	X 3.3291	1.0343
Y= 33.908 +3.3899*X	15.853	Y 45.194 5.2861

formality versus lexifreq GROUP=written , SYMBOL=w